

AD-A119 649

MEMPHIS STATE UNIV TN
NAVY VERBAL SKILLS CURRICULUM GUIDE. SUPPLEMENT.(U)
JUL 82 H L BOWMAN, P L JONES, R A KAISER

F/6 5/9

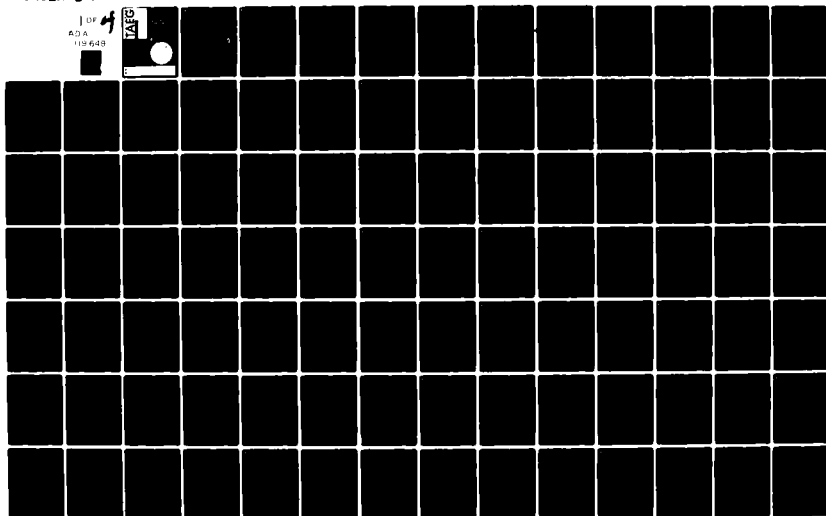
N00612-79-R-0477

UNCLASSIFIED

TAEG-TR-128-SUPPL

NL

1 OF 4
AD A
119 648



TAG

TRAINING
ANALYSIS
AND
EVALUATION
GROUP

AD A119649

12

SUPPLEMENT TO
TECHNICAL REPORT 128

NAVY VERBAL SKILLS CURRICULUM GUIDE

DTIC
ELECTE
SEP 28 1982
H

AUGUST 1982

FOCUS ON THE TRAINED PERSON

DTIC FILE COPY

APPROVED FOR PUBLIC RELEASE;
DISTRIBUTION IS UNLIMITED.

82 09 28 015



TRAINING ANALYSIS AND EVALUATION GROUP
ORLANDO FLORIDA 32813

Supplement to Technical Report 128

NAVY VERBAL SKILLS CURRICULUM GUIDE

Harry L. Bowman
Paul L. Jones
Robert A. Kaiser

Memphis State University

Janet Thompson, Editor
Training Analysis and Evaluation Group

DTIC
ELECTE
SEP 28 1982
H

Field Tested By
DM2 Doris M. Smith

Academic Remedial Training Division
Recruit Training Command
Orlando, Florida

ACKNOWLEDGEMENTS

Appreciation is expressed to the following personnel for their assistance in developing the Verbal Skills Curriculum:

- . Mona Arreola, Frances Cooper, and Nancy Sherman of Memphis State University who assisted in the development and review of the curriculum draft.
- . Dr. John Petry who provided a technical review of the material.
- . Dr. Norman J. Kerr, Chief of Naval Technical Training, Code 016, who served as contract monitor of the project.
- . Dr. J. Peter Kincaid, Training Analysis and Evaluation Group, who served as field test coordinator.
- . CDR William Losa, Chief of Naval Education and Training, Code N-55, who has provided support and encouragement throughout TAEG's initiatives in verbal skills training.

The staff of the Recruit Training Command, Orlando, who revised the curriculum included: LCDR James Keefer, LCDR Horace McMorrow, LT Zana Tellis, Chief James Gentry, PO3 Manalito Cavarez, and Mrs. Nancy Ashcroft.



| | |
|--------------------|--|
| Accession For | |
| NTIS GRA&I | <input checked="checked" type="checkbox"/> |
| DTIC TAB | <input type="checkbox"/> |
| Unannounced | <input type="checkbox"/> |
| Justification | |
| By | |
| Distribution/ | |
| Availability Codes | |
| Dist | Avail and/or Special |
| A | |

Unclassified

SECURITY CLASSIFICATION OF THIS PAGE (When Data Entered)

| REPORT DOCUMENTATION PAGE | | READ INSTRUCTIONS BEFORE COMPLETING FORM |
|--|--------------------------------------|--|
| 1. REPORT NUMBER Supplement to Technical Report 128 | 2. GOVT ACCESSION NO. AD A119 649 | 3. RECIPIENT'S CATALOG NUMBER |
| 4. TITLE (and Subtitle) NAVY VERBAL SKILLS CURRICULUM GUIDE | | 5. TYPE OF REPORT & PERIOD COVERED Final |
| | | 6. PERFORMING ORG. REPORT NUMBER |
| 7. AUTHOR(s) Harry L. Bowman, Paul L. Jones, Robert A. Kaiser | | 8. CONTRACT OR GRANT NUMBER(s) N00612-79-R-0477 |
| 9. PERFORMING ORGANIZATION NAME AND ADDRESS Memphis State University Memphis, TN 38152 | | 10. PROGRAM ELEMENT, PROJECT, TASK AREA & WORK UNIT NUMBERS |
| 11. CONTROLLING OFFICE NAME AND ADDRESS Chief of Naval Technical Training (016) Naval Air Station Memphis Millington, TN 38054 | | 12. REPORT DATE July 1982 |
| | | 13. NUMBER OF PAGES 41 |
| 14. MONITORING AGENCY NAME & ADDRESS (if different from Controlling Office) Training Analysis and Evaluation Group Department of the Navy Orlando, FL 32813 | | 15. SECURITY CLASS. (of this report) Unclassified |
| 15a. DECLASSIFICATION/DOWNGRADING SCHEDULE | | |
| 16. DISTRIBUTION STATEMENT (of this Report) Approved for public release; distribution is unlimited. | | |
| 17. DISTRIBUTION STATEMENT (of the abstract entered in Block 20, if different from Report) | | |
| 18. SUPPLEMENTARY NOTES A description of the field test of this curriculum is contained in TAEG Technical Report 128. | | |
| 19. KEY WORDS (Continue on reverse side if necessary and identify by block number) Verbal Skills English as a Second Language Language Fluency Grammatical Structures Academic Remedial Training Navy Vocabulary Recruit Training | | |
| 20. ABSTRACT (Continue on reverse side if necessary and identify by block number) This report is concerned with the development of a Navy-relevant Verbal Skills Curriculum for use in the Navy Recruit Training Commands (RTCs). The project was undertaken by the Training Analysis and Evaluation Group as one of several initiatives in response to tasking by the Chief of Naval Education and Training in the area of improvement of basic skills. This curriculum is designed to improve the language fluency (continued) | | |

DD FORM 1 JAN 73 1473

EDITION OF 1 NOV 65 IS OBSOLETE
S/N 0102-LF-014-6601

Unclassified

SECURITY CLASSIFICATION OF THIS PAGE (When Data Entered)

Unclassified

SECURITY CLASSIFICATION OF THIS PAGE (When Data Entered)

20. ABSTRACT (continued) skills of Navy recruits, particularly those who speak English as a second language.

The results of a field test of the curriculum by personnel of the Orlando RTC Academic Remedial Training (ART) division were positive, indicating that it is a useful tool and that students are interested in, and motivated by, Navy-related materials.

This curriculum has been approved and implemented in ART divisions at the RTCs.

S/N 0102- LF-014-6601

Unclassified

SECURITY CLASSIFICATION OF THIS PAGE (When Data Entered)

TABLE OF CONTENTS

| <u>Section</u> | <u>Page</u> |
|---|-------------|
| I INTRODUCTION TO THE VERBAL SKILLS CURRICULUM..... | 1 |
| General Program Description..... | 2 |
| Instructional Objectives..... | 6 |
| Objectives..... | 7 |
| II CURRICULUM PROCEDURES..... | 15 |
| Entrance into Instructional Modules..... | 15 |
| Instructional Sequence and Scheduling..... | 16 |
| Instructional Materials..... | 18 |
| Lesson Plan Format..... | 19 |
| Exit Requirements for Instructional Modules..... | 21 |
| III INSTRUCTIONAL STRATEGIES..... | 22 |
| Six Instructional Steps in Teaching..... | 22 |
| Verbal Skills Lesson Plans..... | 28 |
| Guidelines for Testing Students..... | 30 |
| SUGGESTED READING..... | 34 |
| VERBAL SKILLS CURRICULUM: NAVY VOCABULARY MODULE | |
| VERBAL SKILLS CURRICULUM: GRAMMATICAL STRUCTURES MODULE | |
| VERBAL SKILLS CURRICULUM: LANGUAGE FLUENCY MODULE | |
| APPENDIX A - WORKSHEETS | |
| APPENDIX B - ANSWERS TO WORKSHEETS | |
| APPENDIX C - FOLLOW-UP ACTIVITIES | |
| APPENDIX D - PICTURES OF SLIDES | |
| APPENDIX E - CONTENT OF TRANSPARENCIES | |
| APPENDIX F - TERMINAL OBJECTIVE PRETESTS AND POSTTESTS | |
| APPENDIX G - NAVY VOCABULARY NARRATION | |

SECTION I

INTRODUCTION TO THE VERBAL SKILLS CURRICULUM

The United States Navy has long recognized the importance of academic ability and training of Naval personnel. The Navy has also recognized that some recruits do not come fully prepared to handle the academic requirements demanded by an increasingly complex technology. For this reason, Naval basic skills training programs of several types have been established. One of the early programs was the Academic Remedial Training (ART) Program which attends to the development of basic skills in reading. This program has been identified as the Literacy Skills Curriculum. The Verbal Skills Curriculum has been developed in response to a need that was identified by officers and instructors at each of three Recruit Training Commands. It is an outgrowth of the earlier work in curriculum development and reading, and is designed to upgrade the listening and speaking skills of Naval recruits and sailors.

A survey of company commanders and instructors in ART revealed that a number of recruits had language difficulties that impaired their performance as recruits and, subsequently, sailors. They expressed a need for direct instruction in English, with emphasis on Naval terminology, following directions, and the technical language of a field or profession. They felt that many of these recruits were under undue pressure because of their language handicap. In addition, they felt that any practice with the English language would be beneficial to recruits who lacked confidence in their language skills. Company commanders indicate that recruits who were unsure of themselves often caused problems within a company.

In the ART Program the Verbal Skills Curriculum is not designed to replace the reading curriculum. Any recruit who is identified as having difficulty with the language skills of listening, speaking, and reading

should be required to complete both programs. The Verbal Skills Curriculum is best perceived as a prerequisite to the reading curriculum though it may stand alone for those recruits who only need listening and speaking practice. In other training environments, the verbal skills curriculum can be implemented with sailors as an independent curriculum.

It should be noted that the activities designed for the Verbal Skills Curriculum are remedial in nature. They have been designed to remediate language difficulties at the upper elementary levels while focusing attention on the interests of young adults. In particular, the curriculum attempts to address the young adult with interest or involvement in a Navy or military career. It may be appropriate for the student who comes from an economically and culturally different background, or it may serve the student who does not speak English as the native language.

The purpose of the Verbal Skills Curriculum is much the same as the reading curriculum in that the remedial treatment is focused on helping students (recruits or sailors) complete the academic and military training in which they are engaged. It is hoped that by addressing these language difficulties, the student will be able to progress more rapidly in all facets of Naval training. It is also hoped that this type of training will have a beneficial effect in helping students cope with the American culture. However, this concern is secondary to the general objective of developing a minimum proficiency for the listening and speaking skills required in Navy training and job performance.

General Program Description

The Verbal Skills Curriculum uses a quasi diagnostic-prescriptive model for instruction. It is a quasi design in that the screening instrument used to identify language deficient students does not identify the specific skill

deficits and instructional needs of each student. Instead, students who have been identified as needing remedial training will be given an informal diagnostic test to pinpoint specific weaknesses. It is expected that most of the identified students will complete activities in each of three instructional modules that have been developed for the Verbal Skills Curriculum.

The activities in this curriculum have been restricted to three instructional modules: (1) Navy Vocabulary, (2) Grammatical Structures, and (3) Language Fluency. It is not designed as an English as a second language (ESL) curriculum although some aspects may be similar. In ART the Verbal Skills Curriculum should be used in conjunction with the Literary Skills Curriculum in Reading. However, it may also stand alone as a separate program for those students who exhibit difficulties with only the spoken forms of the English language.

Figure 1-1 presents the model for integrating the Verbal Skills Curriculum and the Literacy Skills Curriculum in ART. The screening procedures for recruits involve two instruments: the English Comprehension Level (ECL) Examination and the Gates-MacGinitie Reading Tests - Level D (Forms 1 and 2). The recruit who passes the ECL and the Gates, Form 1 or Form 2, proceeds directly to recruit training. The recruit who passes the ECL and fails the Gates, Form 1 and 2, is assigned to ART and takes the Stanford Diagnostic Reading Test (SDRT). After completing the modules assigned in the Literacy Skills Curriculum, he begins recruit training. This aspect of the model applies only to those recruits who are deficient in reading skills.

The second part of the model involves recruits who fail the ECL. The recruit who fails the ECL is assigned to the Verbal Skills Curriculum. After completing the Verbal Skills Curriculum, the recruit proceeds along one of two paths. If he passed the Gates, Form 1 or Form 2, he is assigned to the Study

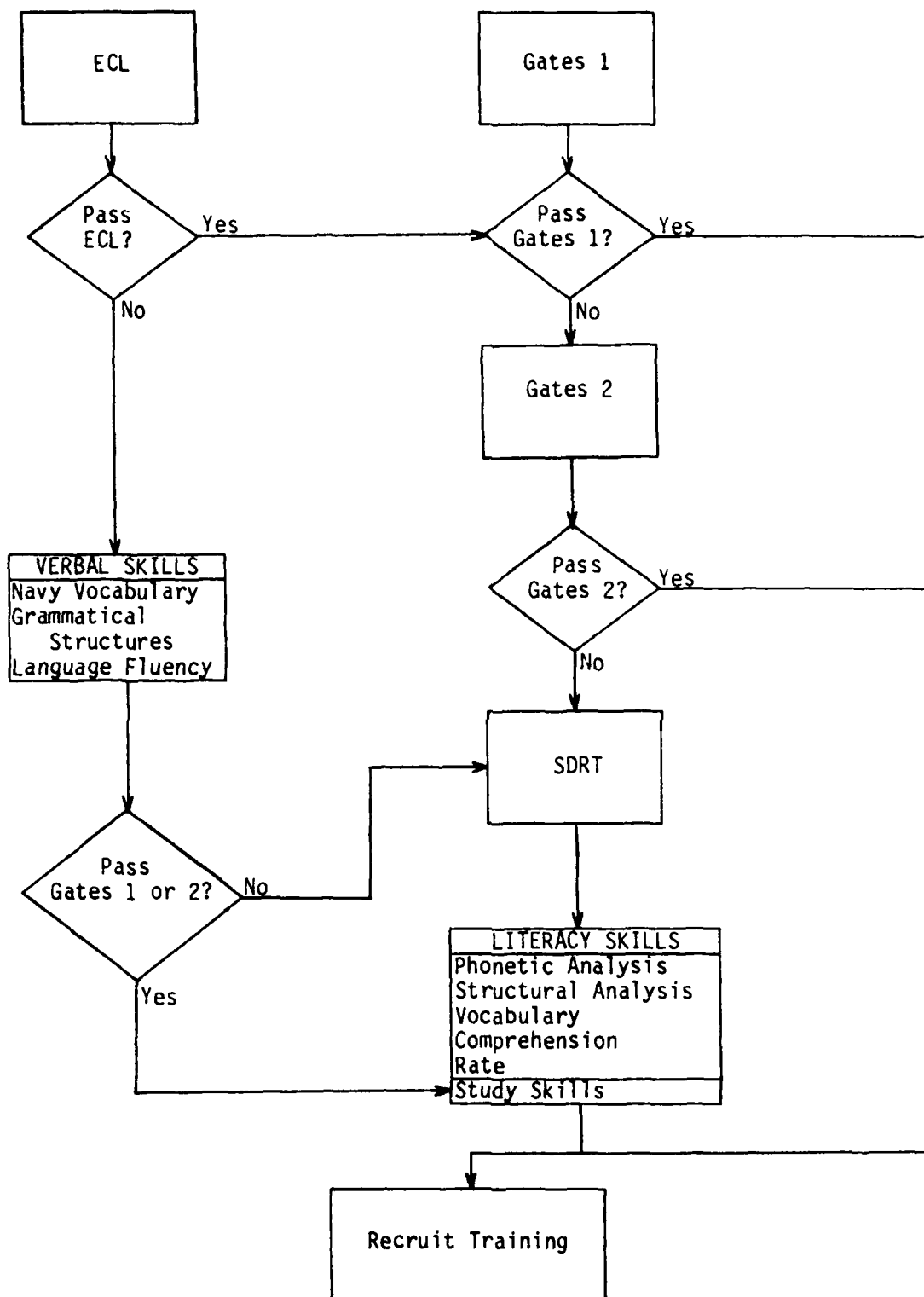


Figure 1-1. Model for Integrating the Verbal Skills Curriculum and the Literacy Skills Curriculum in ART

Skills Module of the Literacy Skill Curriculum and begins recruit training upon completion of the module. If he did not pass the Gates, Forms 1 and 2, he takes the SDRT and is assigned the appropriate modules in the Literacy Skills Curriculum. Upon completion of the curriculum, he begins recruit training.

As stated previously, the Verbal Skills Curriculum can be implemented in other Naval training environments. In those settings, only the ECL screening procedure would be required. The Verbal Skills Curriculum would be utilized as an intact program for students who need remediation in the area of verbal skills.

The screening instrument to be used with the Verbal Skills Curriculum is the English Comprehension Level (ECL) Examination which was developed by the Defense Language Institute (DLI). The ECL will be administered by classifiers or other specified personnel during the initial recruit processing period. This examination will take about 65 minutes and should be administered in proximity to the Gates-MacGinitie Reading Tests. A minimum pass score of 70 has been recommended by DLI for students entering military training. This score (70) has been adopted as the minimum score for the Verbal Skills Curriculum as an outgrowth of additional research of the Training Analysis and Evaluation Group (TAEG). In a recent assessment (TAEG Report No. 86, p. 10) 102 Hispanic Naval recruits were divided into three categories: (1) ART referral, (2) prior U.S. education, and (3) ethnic background. It was found that two categories, recruits referred to ART and without prior U.S. education, had mean ECL scores of 65.4 and 56.9, respectively. Since these recruits fell below the score of 70 established by DLI, it was felt that the score most likely does reflect a realistic and appropriate level of language proficiency for military training. The score of 70 was therefore adopted as the initial cut off score for identifying students with verbal skill deficiencies.

It is suggested that this score be studied carefully during the initial implementation phases of the curriculum. Minor adjustments may be necessary for later program management. Indeed, further study may lead to the adoption of a new screening test or an adaptation of the one (ECL) originally recommended.

Instructional Objectives

Three instructional modules have been prepared for the Verbal Skills Curriculum. They have been modeled after the modules in the reading or Literacy Skills Curriculum. Each module is constructed around a general objective which specifies an instructional area, such as vocabulary, grammar or language fluency. The modules have two other types of objectives which specify exit requirements (terminal objective) and instructional activity (enabling objective). These objectives vary somewhat from the reading curriculum in that they are informally determined. The reading curriculum was structured around the objectives of the Stanford Diagnostic Reading Test while the Verbal Skills Curriculum has no such formal diagnostic evaluation. Thus, the informal objectives of the Verbal Skills Curriculum place a heavier burden on the instructor for placement and exit requirements.

Each lesson within the modules will require between one and two hours of instructional time. Students will be assigned to lessons on the basis of an informal pretest. A student may be programmed through each module separately or may work on activities from all three modules simultaneously. The total curriculum requires approximately 54 hours of instruction and should be scheduled for completion within a 2-week period. It should be noted that for students who are recruits in ART, the study skills module will have to be scheduled in addition to the verbal skills activities. It is anticipated that some students may move quite rapidly through the instructional activities in the verbal skills modules while others may go at a somewhat slower pace.

The three kinds of objectives allow an instructor to work with specific curricular guidelines. General objectives specify an area of weakness, the terminal objectives provide criteria for leaving the modules and the enabling objectives give specific substance to each of the verbal skill instructional lessons. The objectives for the curriculum are stated below.

Objectives

NAVY VOCABULARY

GENERAL OBJECTIVE

- 1.00 The student will be able to recognize and/or define verbally in English the meanings of selected Navy-relevant words that are presented in verbal contexts.

TERMINAL OBJECTIVES

- 1.10 Given a list of words pronounced by an instructor or pictures representing those words, the student will be able to define the words or identify the pictures in English with an accuracy of at least 80 percent.
- 1.20 Given sentences with words left out, the student will be able to define the words, in English with an accuracy of at least 80 percent.

ENABLING OBJECTIVES

- 1.11 Given an instructional format using a list of civilian terms, the student will supply verbally the Navy term for the various parts of the ship with an accuracy of at least 80 percent. (Lesson 2)
- 1.12 Given an instructional format using a picture of a ship, the student will verbally label the various parts and directions on board ship with an accuracy of 80 percent. (Lesson 3)
- 1.13 Given an instructional format using a list of acronyms, the student will verbally give the meanings of the acronyms with an accuracy of at least 80 percent. (Lesson 4)

- 1.14 Given an instructional format using a list of initials, the student will supply verbally the meaning of the initials with an accuracy of at least 80 percent. (Lesson 5)
- 1.15 Given an instructional format using a picture of a rifle, the student will name the various parts verbally with an accuracy of at least 80 percent. (Lesson 7)
- 1.16 Given an instructional format using pictures of ships and docks, the student will label verbally the various items with an accuracy of at least 80 percent. (Lesson 8)
- 1.17 Given an instructional format using a picture of a ship, the student will label verbally the various parts of a ship with an accuracy of at least 80 percent. (Lesson 9)
- 1.18 Given an instructional format using a picture of a ship, the student will label verbally the various decks with an accuracy of at least 80 percent. (Lesson 10)
- 1.21 Given a cloze listening instructional format, the student will verbally supply the correct Navy terms with an accuracy of at least 80 percent. (Lesson 1)
- 1.22 Given an oral reading instructional format, the student will pronounce words with unusual pronunciations correctly with an accuracy of at least 80 percent. (Lesson 6)
- 1.23 Given a listening or auditory recognition instructional format, the student will verbally select the correct meaning of a word for a given sentence from a multiple choice of meanings with an accuracy of at least 80 percent. (Lesson 11)
- 1.24 Given a listening instructional format, the student will verbally select the correct meaning of a word for a given sentence from a multiple choice of meanings with an accuracy of at least 80 percent. (Lesson 12)

GRAMMATICAL STRUCTURES

GENERAL OBJECTIVE

- 2.00 The student will be able to understand, to distinguish between, and to produce orally in English pronouns and their appropriate referents, plural and possessive forms of pronouns, active and passive forms of selected verbs, and various tense of verbs.

TERMINAL OBJECTIVES

- 2.10 Given sentences to read aloud, the student will fill in the blank spaces with the correct pronoun with an accuracy of at least 80 percent.
- 2.20 Given sentences to read aloud, the student will indicate the correct form of "to be" or "to have" as either verbs or auxiliaries with an accuracy of at least 80 percent.
- 2.30 Given a sentence in the present progressive or future tense, the student will indicate whether the English grammar is correct or incorrect with an accuracy of at least 80 percent.
- 2.40 Given a sentence in the simple present or the simple past, the student will indicate whether the English grammar is correct or incorrect with an accuracy of at least 80 percent.

ENABLING OBJECTIVES

- 2.11 Given a model sentence, the student will read aloud a number of items filling in the blank(s) with the correct SUBJECT PRONOUN, i.e., I, YOU, HE, SHE, THEY, WE, IT, with an accuracy of at least 80 percent. (Lesson 1)
- 2.12 Given a model sentence, the student will read aloud a number of items filling in the blank(s) with the correct OBJECT PRONOUN, i.e., ME, YOU, HIM, HER, THEM, US, IT, with an accuracy of at least 80 percent. (Lesson 2)

- 2.13 Given a model sentence, the student will read aloud a number of items filling in the blank(s) with the correct POSSESSIVE PRONOUNS, i.e., MY, MINE, YOUR, YOURS, HIS, HER, HERS, THEIR, THEIRS, OUR, OURS, ITS, with an accuracy of at least 80 percent. (Lesson 3)
- 2.14 Given a model sentence, the student will read aloud a number of items filling in the blank(s) with the correct SUBJECT or OBJECT PRONOUN, i.e., I, ME, YOU, HE, HIM, SHE, HER, THEY, THEM, WE, US, IT, with an accuracy of at least 80 percent. (Lesson 4)
- 2.21 Given a model sentence, the student will read aloud a number of items filling in the blank(s) with the correct form of the verb "TO HAVE" in the PRESENT or PAST TENSE, i.e. HAS, HAVE, HAD, with an accuracy of at least 80 percent. (Lesson 5)
- 2.22 Given a model sentence, the student will read aloud a number of items filling in the blank(s) with the correct form of the verb "TO BE" in the PRESENT or PAST TENSE, i.e. AM, ARE, IS, WAS, WERE, with an accuracy of at least 80 percent. (Lesson 6)
- 2.31 Given a model sentence and visual cues, the student will say in English a number of sentences in the PRESENT PROGRESSIVE TENSE in the affirmative and the negative, using both declarative and interrogative modes, with an accuracy of at least 80 percent. (Lesson 8)
- 2.32 Given a model sentence and visual cues, the student will say in English a number of sentences in the FUTURE TENSE "GOING TO" form, in the affirmative and the negative, using both the declarative and interrogative modes, with an accuracy of at least 80 percent. (Lesson 9)
- 2.41 Given a model sentence and visual cues, the student will say in English a number of sentences in the SIMPLE PRESENT TENSE in the affirmative and the negative, using both the declarative and interrogative modes, with an accuracy of at least 80 percent. (Lesson 7)

- 2.42 Given the basic form of a number of irregular verbs, the student will say the SIMPLE PAST TENSE form, with an accuracy of at least 80 percent. (Lesson 10)
- 2.43 Given a model sentence and visual cues, the student will say in English a number of sentences in the SIMPLE PAST TENSE in the affirmative and the negative, using both the declarative and the interrogative modes, with an accuracy of at least 80 percent. (Lesson 10)

LANGUAGE FLUENCY

GENERAL OBJECTIVE

- 3.00 The student will be able to listen to informational passages read or discussed orally and produce the appropriate responses in English that relate the literal and inferential content of the passages.

TERMINAL OBJECTIVES

- 3.10 Given a description of five different listening experiences, the student will accurately identify the specific purpose for listening with an accuracy of at least 80 percent.
- 3.20 Given a listening task, the student will identify the correct word, picture or meaning which corresponds to the auditory stimulus with an accuracy of at least 80 percent.
- 3.30 Given a set of instructions read orally the student will be able to follow directions with an accuracy of at least 80 percent.
- 3.40 Given a passage read orally, the student will be able to identify basic elements of comprehension related to reading for meaning, with an accuracy of at least 80 percent.

ENABLING OBJECTIVES

- 3.11 Given a listening format using a radio at low volume during oral discussion, the student will DISCUSS what was on the radio broadcast and will INDUCE, under instructor guidance, the characteristics and purposes of passive listening. (Lesson 1)
- 3.12 Given a listening format using a set of oral directions, the student will CREATE a drawing and will INDUCE, under instructor guidance, the characteristics and purposes of attentive listening with an accuracy of at least 80 percent. (Lesson 1)
- 3.13 Given a listening format using a selection read orally, the student will RETELL the sequence of events and will INDUCE, under instructor guidance, the characteristics and purposes of directed listening with an accuracy of at least 80 percent. (Lesson 1)
- 3.14 Given a listening format using a selection read orally, the student will IDENTIFY the author's purpose and will INDUCE, under instructor guidance, the characteristics and purposes of critical listening with an accuracy of at least 80 percent. (Lesson 1)
- 3.15 Given a listening format using the playing of a musical selection, the student will DISCUSS his/her favorite parts with the group and will INDUCE, under instructor guidance, the characteristics and purposes of appreciative listening with an accuracy of at least 80 percent. (Lesson 1)
- 3.21 Given a listening instructional format using pairs of words with similar pronunciations, the student will tell whether the two words are the same or different with an accuracy of at least 80 percent. (Lesson 2)
- 3.22 Given a listening instructional format using pictures and descriptions read orally, the student will select the visual that shows what the speaker was describing with an accuracy of at least 80 percent. (Lesson 2)

- 3.31 Given a listening instructional format using oral directions and pictures of fire fighting equipment, the student will label the pictures as directed, with an accuracy of at least 80 percent. (Lesson 3)
- 3.32 Given a listening instructional format using oral directions and a picture of a compass card, the student will mark the described compass points, with an accuracy of at least 80 percent. (Lesson 3)
- 3.41 Given a listening instructional format using a sequentially ordered selection, the student will identify and list the signal words which indicate the sequence of events within the selection with an accuracy of at least 80 percent. (Lesson 4)
- 3.42 Given a listening instructional format using sequentially-developed stories and/or sequentially-ordered selections, the student will identify the correct sequential order by numbering printed sentences to indicate the order of events with an accuracy of at least 80 percent. (Lesson 4)
- 3.43 Given a listening instructional format using short oral selections having directly stated or implied main ideas, and printed multiple choices, the student will select the main idea of each selection with an accuracy of at least 80 percent. (Lesson 5)
- 3.44 Given a listening instructional format using short oral selections, the student will answer printed or oral questions about specific details with an accuracy of at least 80 percent. (Lesson 6)
- 3.45 Given a listening instructional format using an oral description of a cause, the student will select the matching effect from a printed list of choices or will give a matching effect orally with an accuracy of at least 80 percent. (Lesson 7)

- 3.46 Given a listening instructional format using short oral selections, the student will select from multiple choices the appropriate conclusions for the selections with an accuracy of at least 80 percent. (Lesson 8)
- 3.47 Given a listening instructional format using short, incomplete oral selections, the student will select the most likely outcome from each selection from the printed multiple choices with an accuracy of at least 80 percent. (Lesson 9)

SECTION II

CURRICULUM PROCEDURES

The implementation and operation of the Verbal Skills Curriculum will involve a variety of procedures. The entry and exit of students will require decisions concerning the skills areas to be stressed and the achievement of minimum proficiencies for each student. The sequence and schedule for instruction must be specified at each training site. The use of materials and lesson plans must be understood by the instructor. Recordkeeping will also be an important function. These matters are discussed in this section.

Entrance into Instructional Modules

The students who are identified as needing remediation through the Verbal Skills Curriculum will be tested informally by an instructor who will further determine if the students need placement in one or all three of the instructional modules. It is expected that students who score below 70 on the ECL will require most of the instructional activities in the modules. The Salas, Kincaid, and Ashcroft report (TAEG Report No. 86) indicates that two groups of students seem to be the most likely candidates for the Verbal Skills Curriculum. They are the students who have low reading scores and those who have no prior U.S. education.

The informal pretest used in each module has been prepared using the criterion established by each terminal objective. This allows the instructor to know if, in fact, the student understands the content of the lesson related to the terminal objective. Students who show mastery for any terminal objective should be allowed to bypass those particular lessons and move on to the next terminal objective. These decisions must be made by instructors using scores derived from the pretest.

The Instructional Management Record (Figure 2-1) should be used to maintain information on each student in the curriculum. Provision is made for data on the screening test, pretests, and posttests. The student's progress in each module can be recorded as the lessons are completed.

Instructional Sequence and Scheduling

Instructional sequence and recruit scheduling are individual matters that must be considered by each of the training sites. These matters are influenced by the number of students enrolled in the program, the number of instructors assigned to the curriculum, the allocation of space, the availability of equipment, and other non-instructional factors. It is therefore likely that each of the training sites will sequence instruction and schedule students in slightly different ways. This type of program alteration is permissible as long as the integrity of the curriculum is kept intact.

In ART, the Verbal Skills Curriculum is best offered as a prerequisite to the reading curriculum. Recruits who have trouble with reading because of language differences will profit from being exposed to the listening and speaking lessons first. The curriculum has been arranged in a developmental sequence. Consequently, the initial lessons in each module are designed to be easier. Later lessons become progressively more difficult. Instructors are encouraged to utilize the sequence suggested in the arrangement of the lessons. Instructor experience and individual problems may suggest an alteration to the prescribed plan. However, these alterations should be minor changes.

There are two ways that a student may be sequenced through the modules: concurrent progression through the three modules or progression through each of the three modules in sequence. Using the first approach, a lesson from each module will be taught each day. The instructional variation between

STRUCTURAL ANALYSIS
Verbal Skills Curriculum (VSC)

I. PERSONAL DATA:

NAME _____ SOCIAL SECURITY NO. _____

VSC ENTRY DATE _____ EXIT DATE _____

II. SCREENING TEST SCORE:

ENGLISH COMPREHENSIVE LANGUAGE EXAM (ECL) _____ PRE _____ POST _____

III. INFORMAL TEST SCORES:

NAVY VOCABULARY _____ PRE _____ POST _____

GRAMMATICAL STRUCTURES _____ PRE _____ POST _____

LANGUAGE FLUENCY _____ PRE _____ POST _____

IV. LESSONS COMPLETED:

NAVY VOCABULARY LESSONS

1 _____ 7 _____
2 _____ 8 _____
3 _____ 9 _____
4 _____ 10 _____
5 _____ 11 _____
6 _____ 12 _____

GRAMMATICAL STRUCTURES LESSONS

1 _____ 7 _____
2 _____ 8 _____
3 _____ 9 _____
4 _____ 10 _____
5 _____
6 _____

LANGUAGE FLUENCY LESSONS

1 _____ 7 _____
2 _____ 8 _____
3 _____ 9 _____
4 _____
5 _____
6 _____

V. MODULES COMPLETED:

NAVY COMPLETED

DATE _____
AVERAGE SCORE _____

GRAMMATICAL STRUCTURES

DATE _____
AVERAGE SCORE _____

LANGUAGE FLUENCY

DATE _____
AVERAGE SCORE _____

Figure 2.1. Instructional Management Record Form

modules should be sufficient to effect a noticeable "change of pace." Using the second approach, each module is taught in the following sequence: Navy Vocabulary, Grammatical Structures, and Language Fluency.

The potential for this program to meet the individual needs of students is directly related to the number of instructors assigned to the program. A program with one full time instructor is less able to meet individual needs because the Verbal Skills Curriculum requires an active instructor who must teach constantly. Two or three instructors can provide for more highly individualized instruction. This is a matter for each training site to consider before implementing the program. It is suggested that a daily instructional schedule be established that would allow student placement at a specific level of need. This may not be possible in programs with one instructor. An instructor to student ratio of 1 to 20 is recommended by DLI for programs of this type.

Instructional Materials

The lessons in this curriculum have been designed specifically for students using several Navy materials. Where possible these materials have been included in the curriculum document. Where this has been impossible or impractical, a reference for each material has been included in each lesson plan.

The Navy Vocabulary module has been built almost entirely around military materials. The Grammatical Structures and Language Fluency lessons include both military and commercial sources. For example, the "Dyad Learning Program" from Newbury House Publishing Company and the "See It-Say It Cards" (SI-SI) from Addison Wesley have been incorporated into the Grammatical Structures module. Science Research Associates (SRA) materials have been included in the Language Fluency modules. Generally, an instructor can expect to use

conventional materials like paper and pencil, pictures, audio-tapes, oral reading, and structured discussion for verbal skill lessons. Instructional strategies for these lessons are addressed in the next section.

Lesson Plan Format

This document contains lesson plans that have been developed for use by the instructor. A plan has been developed for each lesson in each module. The plan should be read and followed carefully for the initial presentation of a lesson. Instructors who have become familiar with the manual may want to deviate slightly from the original plan or presentation. This is an acceptable practice for the experienced instructor. The curriculum was not intended to be rigid and inflexible. However, any changes or alterations to the plan should be done with thoughtful preparation and appropriate notation.

The basic lesson plan for the Verbal Skills Curriculum has six parts to help an instructor carry out a lesson. Parts I through IV contain information relevant to planning and preparation. This includes statements of the topic, objective, time, and materials.

Part V is comprised of four sections that detail the flow of lesson activities. These sections are clearly labeled and include (1) Readiness, (2) Instruction, (3) Drill and Practice, and (4) Evaluation. These sections delineate the components of any good lesson and should be followed closely. To assist the instructor, these sections have additionally been divided into two parts entitled, "Directions to the Instructor" and "Instructor's Activities." Here, the instructor is given an explanation of precisely what is being taught and how to teach it. The "Instructor's Activities" section contains underlined verbs that direct certain actions from the instructor. Point to, Ask, and Read Aloud are examples of such direct teaching action.

Part VI of the Lesson Plan is a listing of prescriptions that can be assigned after instruction has taken place. These are the activities that reinforce what has been taught. In the Verbal Skills Curriculum, these activities are assigned to individuals, pairs of students, or small groups of students. Rarely, if ever, should whole classes be assigned to do a single prescription as a large group. In the Language Fluency Module, the prescriptions are assigned on the basis of student's interests. This necessitates an assessment of student interest which is incorporated into the first lesson of the module. Students who might not complete this lesson must be given the assessment at another time.

The last section of the lesson plan, Part VII, has been separated from each plan and only a reference remains under the heading of "Follow-up Activities." Follow-up activities have been placed under one heading later in the document so that instructors can schedule their activities more efficiently. Each instructor should schedule 20-30 minutes at the end of each day to provide for language practice in a realistic situation.

Follow-up activities are generally guided discussions, initiated by the instructor, to promote the use of English in an informal situation. Follow-up discussions include topics generally related to a Navy career, personal growth, interest, or a current problem. Instructors should feel free to expand or digress from this list to promote continued discussions in English.

The lesson plan has seven basic parts that are consistently found within each module. This fact establishes a pattern of instruction that will facilitate efficient and effective teaching. Instructors should take care to maintain this consistent manner of teaching.

Exit Requirements for Instructional Modules

Students who enter a module of instruction in the Verbal Skills Curriculum must exit through an individually administered criterion test. These tests have been constructed for informal use and are available to the instructor for individual administration to students. Guidelines for using these tests are included in the next section. The results of these exit level tests should be recorded on the students Instructional Management Record and a score of 80 percent correct used as a criterion for passing the tests.

SECTION III

INSTRUCTIONAL STRATEGIES

The Instructional Strategies used in the Verbal Skills Curriculum are somewhat restricted due to the nature of the curriculum and the projected enrollment and class size. However, sound educational practices are involved in each lesson and should be followed by the instructor. The educational practices may be identified through the structure or format of the lesson. Each lesson is divided into steps or stages and can be identified by the headings used in structuring the lesson plan. The sections of the lessons in Literacy Skills Curriculum are similar to those suggested in the Manual of General Military Training.^{*} The lessons found in the military training manual presume a level of language fluency not present in the typical student who would be assigned to the verbal skills curriculum.

Six Instructional Steps in Teaching

There are six instructional steps that should be employed by every verbal skills instructor. These are the same six steps found in any good developmental lesson. They are especially important to basic skills training for they provide a consistent and repetitive structure that is necessary for efficient remedial teaching.

Preparation

The first step is preparation, and it occurs before an instructor meets with a student or class. This is time for reviewing records, checking tests,

^{*}The Manual of General Military Training uses a five step lesson format including: (1) topic, (2) objective, (3) training aids, (4) introduction, and (5) presentation.

surveying new instructional material, and organizing the instructional day. What has been taught? What needs to be taught? Are there any special problems? How should the students work: individually, in pairs, with the instructor? These are only a few of the questions that should pass through an instructor's mind. In the Verbal Skills Curriculum, each lesson has a preparation stage. During this stage, the instructor will review the objectives with a view toward selecting the lessons for the day. The preparation stage is a time for sorting out information deciding "who" and "what" to teach as well as "how" to teach it.

Materials for a lesson are important. They must be selected, prepared, and/or duplicated during this period. Equipment is also checked in the preparation period. Does the equipment function adequately? What can be used if it breaks down? Have other teaching aids been located? Are they accessible? The Verbal Skills Curriculum requires materials in a variety of forms that may range from simple pictures to audio tape material. These materials should be arranged so that they are available and in a state of readiness.

Readiness

The prepared instructor knows that the first step in working with students is to get them ready. This step in teaching is called readiness and involves a variety of things that range from simple administrative chores, like taking roll, to more complex activities like building background and motivating toward the lesson's purpose. Readiness activities are directly related to the purpose of the lesson. There should be an easy flow from one activity to another. A suggested series of readiness activities would include:

1. Administrative tasks
 - a. Take roll.
 - b. Make announcements.
 - c. Move materials or equipment into place.
 - d. Explain rules or regulations for using supplies or equipment.
 - e. Discuss rules of conduct.
2. Schedule activities for the day
 - a. Post student schedule for the day or lesson.
 - b. Post the assignments that are due noting when they are due, where they are to be turned in, and what quality of work you expect.
3. Purposes of the lesson
 - a. Present the purpose of the lesson along with the lesson topic and objective. Students should not only know what they are doing, but they should also know why they are doing it.
 - b. Point out realistic and relevant examples of how these particular skills are used in the Navy.
4. Background for the lesson
 - a. Explain the content of the lesson to students. This might include explaining the use of a technical term or showing a picture or illustration to give proper perspective in size, shape, or form. For example, the student who studies the term "responsibilities" should be able to distinguish between legal, financial, and moral responsibilities.
 - b. When possible, discuss how the language skill in the particular lesson is different from his native language. Comparing or contrasting the skill to be presented, with the native language, often allows the student to capitalize on his own experience.
5. Motivation
 - a. Build motivation on the attitudes and interests of the students. The student who is not motivated will be difficult, if not impossible, to teach.
 - b. Try to motivate students from within themselves. The instructor should stress things students like, what they can use, or topics of current interest. When these intrinsic motivations fail, other rewards or incentives can be applied.
 - c. Foster positive attitudes. They are fostered by the completion of work done to a specified standard. Instructors should strive to make students feel good about their language.

Instruction

The instructional phase of a lesson in the Verbal Skills Curriculum is instructor directed. The instructor must play a dominant role in directing and holding the attention of each student. Involvement is the key in this aspect of the lesson. The instructor must establish a rapport with his students and maintain this posture of attention until the lesson is completed. Student-instructor interaction is a prominent strategy in the verbal skills program. Figure 3-1 illustrates the type of interaction one might find in an instructional phase of a verbal skills lesson.

| <u>Instructor</u> | <u>Student</u> |
|--|--|
| 1. Describes a sound: "Listen while I say. . ." "You say it." "Watch how my lips move. . ." "You do the same. . ." | Reproduces sound for instructor. Mimics instructor making appropriate sounds. |
| 2. Asks questions: "Who can tell me what the word <u>scale</u> means?" "What must you do to tell the temperature of. . .?" | Defines <u>scale</u> in English. Answers in a complete sentence. |
| 3. Gives directions: "Repeat after me." "Say exactly what I do. . ." "What is the first rule of. . .?" | Repeats or answers appropriately. |
| 4. Establishes purposes: "Listen to this short story and be ready to discuss what Jackie Robinson did." | Listens and discusses story. Asks his own questions. |

Figure 3-1. Actions of Instructors and Students in the Instructional Phase of Verbal Skills Lesson.

The instructional phase of the lesson is when the real teaching takes place. Instructors must explain, illustrate, describe, discuss, and otherwise teach a verbal skill. It is instructor controlled and requires that the instructor engage in purposive teaching activity. When both the action of the instructor and student are combined in this manner, effective teaching and learning take place.

Drill and Practice

The fourth stage of a lesson requires a student to perform the newly learned skill on his own. The instructor should require each student to try out or practice the skill that has been taught. This requires a commitment from the student. It requires a willingness to work with another student. It requires a repetition or practice until the new skill is thoroughly learned.

The drill and practice stage under supervised conditions is a necessary part of verbal skill lesson. Immediate rewards or reinforcement can be applied during this stage of a lesson to encourage a student to continue. The more confidence a student gains with his language usage, the more likely he will be able to succeed in military training and Navy job performance.

Some students need more practice than others. This is not unusual. If necessary, the instructor should remain with the student and interact in such a way as to recycle him through the instructional phase. The drill and practice materials should be separate from the materials used for instruction, but they should be correlated with them. The drill and practice materials may include the prescriptive materials presented in the curriculum document. They require students to listen and speak and otherwise use language in an atmosphere that is free from criticism and degradation.

Evaluation

Evaluation is a necessary part of each verbal skills lesson. It takes place when the instructor checks on a student's progress toward the lesson objective. Evaluation activities in this program take a variety of forms from simple question and answer tasks to more sophisticated paper and pencil tasks. The activities in the three verbal skills modules deal primarily with listening and speaking skills. It is likely that most of the evaluation techniques will be an interaction between the student and the instructor rather than a paper and pencil test.

Oral questioning, identifying or labeling pictures, oral cloze procedures, and verbal definitions are only a few of these student-instructor interaction tools for evaluation. The key to effective teaching is held in the evaluation step. Can the student use the English word? Does he know its meaning(s)? These questions are basic to all evaluation.

Follow-up or Application

Follow-up activities in this curriculum are informal activities that allow a student to transfer the language skills that have been learned to a real-life situation. These activities should not be considered an optional part of a lesson because they serve the purpose of strengthening or reinforcing what has been taught in the classroom. There will not be time to schedule a follow-up activity for each lesson. Thus, one follow-up activity should serve several lessons.

Generally, the follow-up activities take the form of informal discussions, in English, on topics that are important and interesting to the student. The instructor may need to take an active part in these discussions or may choose only to moderate the discussion. The emphasis should be on student participation through the use of verbal language skills.

Providing a student with the opportunity to address other students in English, is an example of the follow-up activity. A student who has performed well in the verbal skills program might be called upon to talk to incoming students. In this situation, the student making the comments benefits as do the incoming students. Instructors often need motivational aids and this type of activity provides the opportunity to practice the English language as well as to present a motivational model.

Follow-up activities have not been included at the end of each lesson in the Verbal Skills Curriculum. Instead, they have been grouped together for easy references with the instructions to schedule them as necessary. A fifteen-minute informal discussion, scheduled by the instructor for once a day, should be sufficient to provide transfer of what has been taught into a more life-like situation. A student who is asked to talk about his past, present plans or future goals in the Navy is forced into using the English language accordingly. Thus, the value of each follow-up activity depends upon the instructor and his ability to elicit verbal responses from students.

Remedial instruction should always be planned and organized to insure efficient and effective use of time. The six steps of instruction (Preparation, Readiness, Instruction, Drill and Practice, Evaluation, and Follow-up) provide a structure for such planning and organization. The lessons in this curriculum include these steps and they should be readily identifiable by the instructor.

Verbal Skills Lesson Plans

The lesson plans in the verbal skills modules have been structured to include the six instructional steps. The form varies somewhat from traditional military manuals used in academic or technical training, but this variation is not sufficient to cause confusion.

Each lesson begins with the identification of a topic. The topic identifies the module and the general nature of the learning activities within each module (e.g., Navy Vocabulary-Synonyms or Grammatical Structure-Simple Past Regular Verbs). The topics are followed by enabling objectives which are statements in behavioral terms that specify the nature and conditions of instruction. Instructors will note that each objective contains a statement that follows a specific pattern illustrated in Figure 3-2.

| <u>Enabling Objective Characteristics</u> | <u>Example</u> |
|--|--|
| 1. Each objective begins with a GIVEN sometimes called an enabler. | <u>Given</u> a list of words . . . <u>Given</u> an orally read passage . . . |
| 2. An ACTIVITY is specified. | Students will <u>circle</u> . . . Students will <u>say</u> . . . Students will <u>use</u> the past tense . . . |
| 3. A SKILL, CONTENT, or CONDITION is specified. | . . . <u>words</u> that <u>sound</u> alike <u>steps</u> for <u>first aid</u> treatment the past tense of the <u>verb</u> . . . |
| 4. A STANDARD or ACCURACY is suggested. | . . . with <u>80%</u> accuracy <u>all</u> correct <u>adequately</u> express . . . |

Figure 3-2. Characteristics of Enabling Objectives Used in the Verbal Skills Curriculum.

A third element specified in the lesson plan is the suggested time commitment. In general, each lesson should take between one hour and two hours. However, instructors should be aware that this time estimate often does not include sufficient drill and practice. In some other instances, a lesson may be broken into two parts, and thus a longer period of time may be necessary. Check time requirements carefully when planning an instructional day.

Instructional materials are also specified for each lesson. This section of the plan includes a list of books, equipment, supplies, and teaching aids necessary for teaching the lesson. This convenient listing allows the instructor to gather the materials before initiating a lesson.

The substance or body of a lesson is contained in the part of the plan labeled DIRECTIONS TO THE INSTRUCTOR. This section details the text for the instructor and includes suggested instructor actions or behaviors. Readiness, instruction, drill and practice, and evaluation are included in this section of the lesson plan. Considerable detail has gone into the planning and organization of these lessons. The evidence can be found in this section of the plan. It is essential therefore that this part of the plan be followed in detail.

Follow-up activities have been listed separately in the curriculum. Instructors are expected to use these activities at the end of the day or at a convenient time in their daily schedule. They are activities that require group participation. Involvement of the instructor may be necessary if beneficial effects of guidance and counseling are desired. In general, these activities provide the student with a time to talk about himself, his home, family, or former school. It is also a time to look to the future and talk about goals, purposes, and plans. The counseling element should not be overlooked during this aspect of the program.

Guidelines for Testing Students

Language testing is a complex process and one would be naive to believe that informal testing can be accomplished without the benefit of guidelines. The following suggestions highlight several subtle aspects of language testing and are offered to provide guidance to the instructor who has been tasked with implementing the Verbal Skills Curriculum.

Pronunciation

Pronunciation is one aspect of the English language that requires assessment. It is an important aspect because meaning is transferred through sounds. Often, slight differences in sound reflect significant differences in meaning. These differences may be internal (pot vs. pat or pet) or external (pot vs. hot or pots) in nature and are often difficult to discern.

In order to assess pronunciation, an instructor needs to listen carefully. Problems may occur with the articulation of special sounds or in the application of accents or stress. These miscues should be recorded and noted for future instruction. In situations where a dialect is present, the instructor should note the effect of the dialect and give an indication of how significantly it influences the communication of meaning through pronunciation.

Meaning

Instructors need to be aware that words correctly spoken may not be understood. Sounds articulated perfectly are of little value if the student does not possess a complete and automatic association with meaning. Meaning is the second aspect of language assessment that demands attention.

There are two conditions for the assessment of meaning that are required by the nature of word meaning itself. The assessment of words in isolation is the first condition for testing. This situation requires the recall of specific word meaning and is especially useful in the assessment of words with specific or limited application. "Flotsam" and "forecastle" are examples of words that can be assessed in isolation because they have limited meaning or application.

However, word meaning should also be assessed in context. Contextual assessment requires embedding an unknown word in the context of a phrase or sentence. This embedding procedure enables a student to use other words to

decode the meaning of an unknown word. There are several advantages to contextual assessment that make it an appropriate form of assessment.

Assessment of word meaning in the context of a phrase or sentence is a more natural and life-like situation. Students are more likely to hear, and be required to translate, phrases and sentences in the classroom or in the barracks. Thus, contextual assessment is the more relevant form of assessment. Also, words rarely have single meanings. The assessment of the words "hold" and "scale" would be incomplete if assessed in isolation because each has multiple meanings. The same word, subject to repeated contextual assessment, such as:

. . . the hold of the ship . . .

. . . to stick fast or hold firm . . .

provides an instructor with an accurate and thorough understanding of what a student knows about the meanings of words.

Words in isolation and words in context should both be useful tools in the assessment of a student's understanding of word meaning. However, the wider application of context or syntax should not be ignored.

Syntax

The assessment of a student's use of syntax reveals his ability to use the rules of language. Syntax or grammar is important because meaning is signaled by word order or arrangement. Notice how meaning shifts with word order rearrangement:

The hat fit well hard.
The hard well fit hat.
The well hat fit hard.
The hard hat fit well.

There is a redundant quality to the English language that allows patterns of speaking to develop. Students who have learned to use these patterns have probably overcome difficulties with pronunciation and meaning and are well on their way to becoming fluent speakers of English. Instructors should note how well students arrange their words in the communication of meaning.

Fluency

The final aspect of language to be assessed is fluency. Fluency is reflected in the ease and speed with which a student responds. The student needs to be able to fluently give commands, address officers, explain a problem, or simply ask a question. If these tasks can be accomplished without interruption, hesitation, or long pauses, then the student has achieved fluency. Timed or speeded response exercises may help a student overcome the anxiety associated with an inability to say what he thinks or feels. Listening and orally responding with ease is a goal of this program.

Pronunciation, meaning, syntax and fluency are all aspects of language that need to be assessed. Pretest and posttest measures are provided in the Verbal Skills Curriculum to help an instructor manage his instructional program. These measures, however, must be used with the additional insights provided above. These are informal tests and instructors should always be alert to note the strengths and weaknesses of a student's performance in the use of verbal language skills in situations outside the context of testing.

SUGGESTED READING

Background

- Darian, Steven G. English as a Foreign Language: History, Development, and Methods of Teaching. Norman, OK: University of Oklahoma, 1972.
- Davidson, David M. Current Approaches to the Teaching of Grammar in ESL. U.S., Educational Resources Information Center, ERIC Document ED 154 620, May 1978.
- Kelly, Louis G. 25 Centuries of Language Teaching. Rowley, MA: Newbury House, 1969.

Classical Texts

- Finocchiaro, Mary. English as a Second Language: From Theory to Practice. New York: Regents, 1964, rev. 1974.
- Fries, Charles. Teaching and Learning English as a Foreign Language. Ann Arbor: University of Michigan, 1945.
- Jespersen, Otto. How to Teach a Foreign Language. London: George Allen and Unwin, 1904.

General Methods and Texts

- Allen, Harold B. and Russell N. Campbell, eds. Teaching English as a Second Language. New York: McGraw-Hill, 1972.
- Brown, H. Douglas. Principles of Language Learning and Teaching. Englewood Cliffs, NJ: Prentice-Hall, 1979.
- Celce-Murcia, Marianne and Lois McIntosh, eds. Teaching English as a Second or Foreign Language. Rowley, MA: Newbury House, 1979.
- Ilyin, Donna and Thomas Tragardh, eds. Classroom Practices in Adult ESL. Washington, DC: TESOL, 1978.
- Paulston, Christina and Mary Bruder. Teaching English as a Second Language: Techniques and Procedures. Cambridge, MA: Winthrop, 1976.
- Rivers, Wilga and Mary S. Temperley. A Practical Guide to the Teaching of English as a Second or Foreign Language. New York: Oxford University Press, 1978.
- Robinet, Betty. Teaching English to Speakers of Other Languages: Substance and Technique. New York: McGraw-Hill, 1978.
- Widdowson, Henry G. Teaching Language as Communication. London: Oxford University Press, 1978.

English Grammar

Close, R. A. A Reference Grammar for Students of English. London: Longman, 1975.

_____. English as a Foreign Language: Its Constant Grammatical Problems. 2nd ed. London: George Allen & Unwin, 1977.

Quirk, Randolph and Sidney Greenbaum. A Concise Grammar of Contemporary English. New York: Harcourt Brace Jovanovich, 1976.

Pronunciation

Bowen, J. Donald. Patterns of English Pronunciation. Rowley, MA: Newbury House, 1975.

Kenyon, John S. and Thomas A. Knott. A Pronouncing Dictionary of American English. Springfield, MA: Merriam, 1953.

Testing

Harris, David. Testing English as a Second Language. New York: McGraw-Hill, 1969.

Heaton, J. B. Writing English Language Tests: A Practical Guide for Teachers of English as a Second or Foreign Language. London: Longman, 1975.

Valette, Rebecca M. Modern Language Testing. 2nd ed. New York: Harcourt Brace Jovanovich, 1977.

Culture

Hall, Edward T. The Hidden Dimension. Garden City, NY: Doubleday, 1966.

Hall, Edward T. The Silent Language. Garden City, NY: Doubleday, 1959.

Nida, Eugene A. Customs and Cultures. New York: Harper & Row, 1954.

Linguistics

Allen, J. P. B. and S. Pit Corder, eds. Techniques in Applied Linguistics, Vol. 3 of the Edinburgh Course in Applied Linguistics. London: Oxford University Press, 1974.

Gleason, H. A. An Introduction to Descriptive Linguistics. Revised ed. New York: Holt, Rinehart and Winston, 1961.

Halliday, M. A. K., Angus McIntosh and Peter Strevens. The Linguistic Sciences and Languages Teaching. London: Longman, Green, 1964.

Spolsky, Bernard. Educational Linguistics. Rowley, MA: Newbury House, 1978.

Innovative Approaches

- Asher, James J. Learning Another Language through Actions: The Complete Teacher's Guidebook. Los Gatos, CA: Sky Oak Productions, 1977.
- Curran, Charles A. Counseling-Learning in Second Languages. Apple River, IL: Apple River Press, 1976.
- Gattegno, Caleb. The Common Sense of Teaching Foreign Languages. New York: Educational Solutions, 1976.
- Lozanov, Georgi. Suggestology and Suggestopedia. New York: Gordon and Breach, (pending).

VERBAL SKILLS CURRICULUM

NAVY VOCABULARY MODULE

LESSON 1

I. TOPIC: NAVY VOCABULARY: GENERAL

II. OBJECTIVE: Given a cloze listening instructional format, the student will verbally supply the correct Navy terms with an accuracy of at least 80 percent.

III. TIME: 1 1/2 hours

IV. MATERIALS: Equipment: 1. Slide Projector
2. Overhead Projector

Materials: 1. Narration (found in Instructor's Activities)

2. Transparency illustrating narration of the words listed below

3. Worksheets from Appendix A

4. Flashcards of the following words with the narration written on the back:

| | |
|-----------------|---------------|
| boot | swab the deck |
| stow | bright work |
| gear | shipshape |
| bunk | chow |
| chit(s) | mess hall |
| routine | galley |
| on the double | steam table |
| barracks | mate |
| cleaning detail | scullery |
| taps | reveille |
| colors | field day |
| scuttlebutts | bed check |

V. DIRECTIONS TO THE INSTRUCTOR

READINESS:

The first lesson introduces general Navy terms the students have heard around camp. The lessons assures that recruits will understand the meaning of each word.

Instructors must prepare any flashcards or worksheets necessary for this lesson. The list of words used in the narration may be prepared for each student or copied on the board for all to see.

INSTRUCTION:

During this lesson some basic Navy words are presented to the students

The initial presentation of the words is done by reading the narration to the students. This narration uses context as an aid to learning. While the narration is read, the students will listen to the words and look at the slides or pictures which accompany them. These slides or pictures will give meaning to unfamiliar words.

Give students a copy of the narration to follow the reading.

The second exposure to the words requires the student to follow the narration while it is read a second time. In this way, the student will see the words as they appear in print while you are reading.

INSTRUCTOR'S ACTIVITIES

Write out the flashcard before the lesson begins.

Check the slides or pictures to be sure they are in proper order. Assign the duty of showing the slides to student. Give that student a copy of the narration.

Explain to the students the purpose of this lesson.

Read the following narration and have student show the slides, changing slides as necessary. As you read the narration, emphasize the underlined words, which are the vocabulary words.

"Welcome Aboard"

Welcome aboard! You are now a member of the greatest armed services in the world, the United States Navy. Today's Navy is a large and complicated organization that you, the new recruit, or boot must understand. You will soon receive orders to fill a berth on one of the Navy's 450 ships and you will need to know the language spoken aboard ship.

Life aboard ship demands that you be neat and orderly. You will be assigned a bunk and lockers and you must learn to stow your gear in a neat, military fashion. During boot camp, in your barracks, you will learn how to fold and stow your gear.

The first week in boot camp, you will be issued a chit book that has \$50.00 worth of coupons. These chits can be used at the exchange to buy personal items such as shaving gear. The chits are used like money and allow the Navy to deduct what you buy from your pay.

You will observe a daily routine during training. The day begins with reveille about 0530 in the morning. Colors, the raising and lowering of the flag, occur at 0800 hours and at sunset. During the Colors, while the "Star Spangled Banner" is being played, everyone in sight stops, salutes, and holds that position until the last note of music or the call "Secure" is heard.

When cleaning detail or field day is held, everything is made shipshape. In the mess hall the noon meal begins around 1100 hours after a morning inspection. In the galley the steam-tables and brightwork all shine. Even the scuttlebutts have been polished. Only the scullery will need attention after the meal. Some lucky mate will get to swab the messdeck on the double. It must be ready for the evening chow which begins at 1650 hours.

A recreation period begins at 1730 with the call to colors expected five minutes before sundown. During this period athletic events are held and the telephone center is open. The typical day ends for a recruit with a field day, shower, taps, and a bed check. At 2130 hours, most recruits willingly crawl into their bunks awaiting reveille at 0530 the next morning.

Read the narration again, this time from the back of the flashcards. Hold the flashcard so that the word (or words) in the sentence you are reading is facing the student as you read the sentence. After each of the vocabulary words Say "Repeat" and have the students repeat the word or words you have just read. For example, "... the new student, or boot - repeat 'boot' ..."

Show the transparency with the list of vocabulary words. Review the words with the students, briefly giving the meaning, if needed, or asking the students to provide the definition.

Quiz the students verbally on the meanings of the words.

DRILL AND PRACTICE:

Up to this point, the students have been taught word meanings and the instructor has been checking their word knowledge. In Drill and Practice the students do exercises to perfect their knowledge and usage of word meaning.

Show the transparency of the vocabulary words and have the students make up sentences containing the words. Begin by asking a student to use one word in a sentence. After all students have supplied a sentence for one of the words, ask them to use two words in a single sentence, then three, and so on. Be sure the task does not become a frustrating and unreasonable challenge. Where possible, try to make a game out of placing the most words in a single English sentence.

Assign prescriptions for individual practice.

Explain that the prescriptions are found on worksheets.

EVALUATION:

The evaluation can be done informally after the prescriptions have been assigned.

Call students up to your desk individually. Give them 5 different vocabulary words and ask them for their meanings. If they can do that, give them 5 more words and ask that they use them in a sentence. Students should get 8 out of 10 correct before moving to new material.

VI. PRESCRIPTIONS FOR INDIVIDUAL PRACTICE

| TOPIC | MATERIALS | | | INSTRUCTIONS | GROUPINGS |
|------------------|-----------------|---------------|------------------|--|-----------|
| | <u>Appendix</u> | <u>Lesson</u> | <u>Worksheet</u> | | |
| Navy Mail | A | 1 | 1 | Read orally to another student and discuss answers. | Pairs |
| Radio Discipline | A | 1 | 2 | Read orally to another student and discuss answers. | Pairs |
| Life in the Navy | A | 1 | 3 | Read sentence to another student, supplying the correct form of the words given. Record answers. | Pairs |

VII. FOLLOW-UP ACTIVITIES

See Activities Listed Under "Follow-Up Activities"

LESSON 2

I. TOPIC: NAVY VOCABULARY: SHIPBOARD TERMS

II. OBJECTIVE: Given an instructional form using a list of civilian terms, the student will supply verbally the Navy term for the various parts of the ship with an accuracy of at least 80 percent.

III. TIME: 1-1/2 hours

IV. MATERIALS: Equipment: Overhead or Slide Projector

Supplies: 1. Narration

2. Slides illustrating narration

3. Worksheets from Appendix A

4. Chalkboard and chalk

5. The Bluejackets' Manual, 20th ed., student's copy

6. Terminology, p. 200 watertight integrity p. 204-205

7. Flashcards of the following words with the narration written on the back:

| | |
|--------------|------------------------|
| compartments | bulkhead |
| bunk | hatch |
| space | portholes |
| quarters | passages (passageways) |
| deck | athwartships |
| overhead | |

V. DIRECTIONS TO THE INSTRUCTORINSTRUCTOR'S ACTIVITIESREADINESS:

This lesson teaches the Navy vocabulary for areas aboard the ship.

Check the slides to be sure they are in the proper order. Assign a student to show the slides. Give the student a copy of the narration.

Explain the purpose of the lesson to the students.

INSTRUCTIONS:

The instructor will read the narration while the slides are shown. Emphasize the underlined word.

If necessary to clarify, the instructor should point to the proper area on the slide.

The Navy has special terms for many everyday words. This is true on board ship. Individual rooms in a ship are called compartments. The sailor will be given a bunk in a compartment or space in the crew's quarters. The floor of the compartment is known as the deck; the ceiling is called the overhead. The walls on a ship are called bulkheads. An opening in the bulkhead or the deck is a hatch. The smaller openings with glass fittings that act as windows are portholes. The narrow compartments which run fore and aft in a ship, connecting compartments, are called passageways; these can also run from one side of the ship to another, or athwartships.

In this reading, the students will repeat the words after you as you read the narration. You will hold up the flashcards as you read them sentences containing those words.

Write the following on the board.

| <u>Civilian Term</u> | <u>Navy Term</u> |
|----------------------|----------------------|
| room | compartment, space |
| bed | bunk, berth |
| floor | deck |
| ceiling | overhead |
| wall | bulkhead |
| door | hatch |
| window | porthole |
| hall (hallway) | passage (passageway) |

Go over the lists with the students. Read a civilian term and ask a student to provide the Navy term. Next cover the list of Navy terms and do this again.

Review the meanings of all the vocabulary words in this lesson to be sure they are clear to the students.

Quiz the students verbally on the word meanings.

Give a copy of Worksheet 1 (Appendix A) to all students.

Tell students that the following statements may be right or wrong.

Read the first sentence:
"The bulkhead is the ceiling."

Ask: Is this statement right or wrong? (wrong)

Go around the room and have each student read a sentence and give the correct answer.

Sentences

1. The bulkhead is the ceiling. (wrong)
2. A porthole is a window. (right)

DRILL AND PRACTICE:

The instructor will do this exercise with the students. The student's copy of the exercises is found in Appendix A, Worksheet 1 and should be duplicated prior to instruction.

3. Athwartship is fore and aft on a ship. (wrong)
4. An opening in the floor is a hatch. (right)
5. Sailors sleep in the crew's quarters. (right)
6. A sailor's bed is called a space. (wrong)
7. A passageway can run fore and aft or athwartships. (right)
8. An opening in the bulkhead is a hatch. (right)
9. The overhead is the ceiling. (right)
10. Rooms on a ship are called quarters. (wrong)

Assign prescriptions for individual practice.

Hand out the worksheets for these exercises.
(Appendix A)

EVALUATION:

Evaluation should be done informally after prescriptions have been assigned, flashcards studied, and all worksheets completed.

If questioning the fact that the student really knows the work assigned, the instructor should have the student give a brief discussion using the vocabulary terms. You determine by this discussion if the student has memorized or comprehends the terms by using correctly in context.

Worksheet A-7 should be used for evaluation. Student should get 8 out of 10 correct before moving to next lesson.

VI. PRESCRIPTIONS FOR INDIVIDUAL PRACTICE

| TOPIC | MATERIALS | INSTRUCTIONS | | | GROUPING |
|----------------------|--|--|--|--|------------|
| | <u>Appendix</u> <u>Lesson</u> <u>Worksheet</u> | | | | |
| | A 2 1 | Alternate reading the sentences aloud with another student, filling in the blanks, with the correct Navy word. Record answers. | | | Pairs |
| | A 2 2 | Match the Navy terms with the proper civilian terms. Record answers. | | | Individual |
| Terminology | A 2 3 | Read the selection from <u>The Bluejackets' Manual</u> , p. 200 aloud to another student. Discuss and answer the questions. Record answers. | | | Pairs |
| Watertight Integrity | A 2 4 | Read the selection from <u>The Bluejackets' Manual</u> , pp. 204-205 aloud to another student. Discuss and answer the questions. Record answers. | | | Pairs |

VII. FOLLOW-UP ACTIVITIES

See Activities Listed Under "Follow-up Activities"

LESSON 3

I. TOPIC:

NAVY VOCABULARY: ON BOARD SHIP

II. OBJECTIVE:

Given an instructional format using a picture of a ship, the student will verbally label the various parts and directions on board ship with an accuracy of 80 percent.

III. TIME:

1 1/2 hours

IV. MATERIALS:

Equipment: Slide Projector

Supplies:

1. Narration
2. Slides illustrating narration
3. Duplicated pictures of ships without labels
4. Chalkboard and chalk
5. The Bluejackets' Manual, 20th ed. - several copies
6. Worksheets from Appendix A
7. Flashcards of the following vocabulary words with the narration written on the back. These words are underlined in the narration:

| | | |
|----------------------|--------------|----------------------|
| Vessels | Fantail | Ladders |
| Maneuver | Amidship | Main Deck |
| Accommodation Ladder | Stacks | Topside |
| Quarterdeck | Hull | Superstructure |
| Ceremonies | Passages | Navigation Bridge |
| Bow | Compartments | Flight Deck |
| Forecastle | Bulkheads | Island |
| Aft | Partitions | Berthing Compartment |
| Stern | Overheads | Messdeck |

NOTE: This is a suggested list of terms that can be used with this lesson. Some words have been used more than others. If a word or term needs more emphasis, additional exercises can be added to the prescriptive section of the lesson.

V. DIRECTIONS TO THE INSTRUCTORREADINESS:

This lesson introduces additional shipboard terminology, including various parts of the ship and directions on board ship.

Flashcards for this lesson must be prepared beforehand. A list of words used in the narration may be prepared for each student or copied on the board for all to see.

INSTRUCTION:

The instructor will read the narration while the slides or pictures are shown.

If clarification is necessary, the instructor should point to the proper area on the slide or picture.

INSTRUCTOR'S ACTIVITIES

Write out the flashcards before the lesson begins.

Prepare worksheets.

Check the slides to be sure they are in the proper order.

Assign a student to show slides. Give the student a copy of the narration.

Explain the purpose of the lesson to the students.

Read the narration while a recruit shows the slides. Emphasize the underlined words.

"On Board Ship"

Ships used in the Navy today are complicated vessels that have been designed for a specific purpose. They carry airplanes, conduct salvage and rescue missions, and carry missiles beneath the sea. Regardless of their function they must all be seaworthy and comfortable for the crew. Today's ship is like a city or a large building that has the ability to maneuver through the water and endure long periods of time at sea.

To come aboard a ship you must climb the accommodation ladder and step on board the quarterdeck. The quarterdeck is not a true deck but a place designed for ceremonies. The port side of a ship is the left side, the starboard the right. If you go forward, you move toward the front of the ship or bow. The forecastle deck is found in the front or bow of a ship. To go aft is to move to the rear of a ship which is called the stern. The fantail is the part of the ship which is farthest to the rear on the main deck. The area in the middle of the ship, between the fore and aft, is the midship. The area of the ship between the fore and aft is the midship.

The hull of a ship has a network of passages and compartments below deck. These hallways and rooms are formed by walls called bulkheads or partitions. Ceilings are called overheads and stairs are called ladders. If you move up the ladder to the main deck, you go topside. Anything above the main deck is called the superstructure. The navigation bridge is part of the superstructure. The top deck of an aircraft carrier is called the flight deck and the superstructure is called the island.

On board ship you will use many new terms. You will sleep in your berthing compartment and eat on the messdeck. There are many more terms that you will hear aboard ship. Have you heard any that haven't been mentioned?

In this second reading, the instructor will hold up the flashcards with the vocabulary words and read the narration from the back of the cards. The students will see the words written and repeat them after the instructor.

Read the narration again, this time from the back of the flashcards. Hold the flashcards so that the word(s) in the sentence you are reading is facing the class as you read. Say "repeat" after each vocabulary word and have class repeat.

Show the picture of the unlabeled ship.

Review the vocabulary words by asking students to identify various parts or directions on the ship. For example: Point to the port side of the ship. Say "What do we call the left side of the ship?" Point toward the stern. Say "Give the direction to go toward the stern."

Go back over the meaning of any terms with which students are having trouble.

Quiz the students verbally on the meanings of the words, referring to the list vocabulary words on the board.

DRILL AND PRACTICE:

With the instructor the students will do an exercise. Each student must have a DRILL AND PRACTICE worksheet from Appendix A for Lesson 3.

The exercise requires that the students listen to a sentence and then circle from three choices the word that they heard in the sentence.

SENTENCES:

1. If you go forward you move toward the bow.
2. The hull is the interior of a ship.
3. They had to sweep down topside decks.
4. He was assigned duty as a berthing compartment cleaner.
5. Deck beams, transverse bulkheads and stanchions support the decks.
6. A forecastle is found on a brokendeck ship.
7. The quarterdeck of a ship is like an entrance hall in a building.
8. Meals are served in the messdeck.
9. If you go toward the stern, you go aft.
10. Ceremonies can mean the hoisting and lowering of colors.
11. You have to use the accommodation ladder to go onboard.
12. The vessel was old but seaworthy.
13. The after part of a ship is called the stern.
14. Ladders can take you to a higher or to a lower deck.
15. The inner walls of ship are called partitions.
16. A fantail is also found on a brokendeck ship.
17. Another word for island could be str re.
18. At first, all the passages led a d.

Erase vocabulary list from board.

Give each student a copy of LESSON 3 - VOCABULARY DRILL AND PRACTICE WORKSHEET.

Tell the students that they are to circle the one word in each box that they hear in the sentences you read.

Read the first sentence. "If you go forward, you move toward the bow.

Do not emphasize the underlined word.

Discuss the example.

Read the remaining 19 sentences. Have students circle one word in each box.

After the DRILL AND PRACTICE worksheet has been completed by the students, go around the room and call on different students to give their answer to a particular question. Have students define the word they circled.

Assign prescriptions for individual practice as needed, and provide help when necessary.

19. The stack serves the same purpose as a chimney.
20. The ship was able to maneuver through the water with ease.

EVALUATION:

Evaluation should be done informally after prescriptions have been assigned. The unlabeled duplicated pictures of a ship are used for the evaluation.

Students should get 8 of the 10 correct before moving to new material.

A written evaluation may be used if working with a large class.

Present the duplicated picture to the student individually. Ask him to locate or identify 10 of the vocabulary words on the picture.

Do this for all students.

VI. PRESCRIPTIONS FOR INDIVIDUAL PRACTICE

| TOPIC | MATERIALS | INSTRUCTIONS | GROUPING |
|---|------------------------------|--------------|------------|
| <u>Appendix Lesson Worksheet</u> | | | |
| A | 3 | 1 | Individual |
| There are 12 Navy words in this puzzle. The student is to find each word, circle it and use it in a sentence in English that shows he knows what the word means. (Answer: fantail, bulkhead, topside, aft, ladders, bow, overhead, decks, stern, stacks, vessel, island). | | | |
| A | 3 | 2 | Individual |
| There are 10 Navy words on this worksheet. However, the words are split. The student is to draw a line from a word in the first column to a word in the second column to form the Navy vocabulary word. Then he should write the complete word in the third column. Sentences with the words should be written at the bottom on the page. | | | |
| The Bluejackets' Manual 20th edition, pages 199-200, "Terminology" | | | |
| | | | Pairs |
| One student will read this passage to another student, but will not read the italicized words. Instead he will say BLANK. The other student must give the correct word. Then they will switch roles. | | | |
| | unlabeled pictures of a ship | | Individual |
| The student will write the name of the ship's parts that were studied in Lesson 3. | | | |

VII. FOLLOW-UP ACTIVITIES

See Activities Listed Under "Follow-Up Activities"

LESSON 4

I. TOPIC: ACRONYMS IN THE NAVY LANGUAGE

II. OBJECTIVE: Given an instructional format using a list of acronyms, the student will verbally give the meaning of the acronyms with an accuracy of at least 80 percent.

III. TIME: 1 hour

IV. MATERIALS:

1. Overhead projector
2. Transparency of the acronyms
3. Chalkboard and chalk
4. Worksheets from the Appendix A

V. DIRECTIONS TO THE INSTRUCTORREADINESS:

The purpose of this lesson is to familiarize the students with acronyms commonly used in the Navy language.

DEFINITION:

An acronym is a word that is made by combining the first letters of a group of words.

EXAMPLE:

The word SAC is commonly used for Strategic Air Command. The first letters of each word are combined and pronounced as a word.

Write this example on the board:

Acronym - The word SAC is used for Strategic Air Command

Explain the purpose of the lesson.

INSTRUCTION:

Using the transparency of the acronyms the instructor will pronounce each acronym to the students, explain its meaning and use it in a sentence.

The letters from which the acronym are taken have been underlined where possible.

Show the transparency of the acronyms.

Cover the acronyms you have not presented.

Read the acronym and its meaning* and use the acronym in a sentence of your own.

Acronyms

1. BUPERS - Bureau of Personnel
2. CONUS - Continental United States
3. LORAN - Long Range Electronic Navigation
4. MOTOUR - Motivation Training
5. NAVREGS - Navy Regulations

*Additional definitions for many of the acronyms can be found in the Glossary of TAEG.

INSTRUCTOR'S ACTIVITIES

Write the definition of acronym on the board.

6. POSMO - Positive Motivation
7. RADAR - Radio Detection and Ranging
8. SAT - satisfactory
9. SECNAV - Secretary of the Navy
10. SONAR - Sound Navigation and Ranging
11. TAD - Temporary Additional Duty
12. TEDUIN - Temporary Duty for Instruction
13. UNREP - Underway Replenishment
14. UNSAT - unsatisfactory
15. VERTREP - Vertical Replenishment

Review the pronunciations and meanings of the acronyms with the students.

Show the transparency of the acronyms.

Cover the definitions with a piece of paper.

Ask each student to pronounce one of the acronyms and give its meaning. After everyone has done this,

cover the acronyms and show the definitions.

Have each student supply the acronym for one of the definitions.

DRILL AND PRACTICE:

In this exercise the transparency used in the initial presentation of the acronyms is used, with the instructor covering one side.

I-4-4

EVALUATION:

Evaluation should be done informally after Prescriptions have been assigned. Worksheets 1 and 2 are used for the evaluation.

Present Worksheet 2 to the student and have him/her supply the acronym for 5 of the definitions.

Give the student Worksheet 1 and have him/her supply the definition for 5 of the acronyms.

Student should get 8 of the 10 correct before moving to new material.

VI. PRESCRIPTIONS FOR INDIVIDUAL PRACTICE

| TOPIC | MATERIALS | | | INSTRUCTIONS | GROUPING |
|-------|-----------------|---------------|------------------|---|----------------------|
| | <u>Appendix</u> | <u>Lesson</u> | <u>Worksheet</u> | | |
| | A | 4 | 1 | Alternate reading the acronyms aloud with another student. Supply the definitions. Record answers. | Pairs or Individuals |
| | A | 4 | 2 | Alternate reading the definitions aloud with another student. Supply the proper acronym. Record answers. | Pairs or Individuals |
| | A | 4 | 3 | Find the acronyms and other Navy words in puzzle. Circle them and write the words. | Individuals |
| | A | 4 | 4 | Read the sentences aloud to another student. Have your partner supply the correct acronym. Record your answers. | Pairs |

VII. FOLLOW-UP ACTIVITIES

See Activities Listed Under "Follow-Up Activities"

LESSON 5

I. TOPIC: INITIALS IN THE NAVY LANGUAGE

II: OBJECTIVE: Given an instructional format using a list of initials, the student will supply verbally the meaning of the initials with an accuracy of at least 80 percent.

III: TIME: 1 hour

IV: MATERIALS:

| | |
|------------|--|
| Equipment: | Overhead Projector |
| Supplies: | 1. Transparency of Initials |
| | 2. Chalkboard and Chalk |
| | 3. <u>The Bluejackets' Manual</u> , 20th ed. |
| | 4. Worksheets from the Appendix A |

V. DIRECTIONS TO THE INSTRUCTOR

READINESS:

The purpose of this lesson is to familiarize the students with initials commonly used in the Navy language.

EXAMPLE:

CC is an example of the use of initials in the Navy. CC stands for Company Commander and is used in place of the words. The initials are pronounced as letters (unlike acronyms in which the initials are pronounced as a word).

INSTRUCTION:

Using the transparency of the initials, the instructor will say the initials, explain its meaning*, and use it in a sentence which the instructor makes up.

The initials are take from the words that have been underlined.

*Additional definitions for many of the initials can be found in the Glossary of Improving Your Navy Reading Skills, TAEG

INSTRUCTOR'S ACTIVITIES

Explain the purpose of the lesson.

Write the following example on the board:

The letters CC are used in the Navy to mean Company Commander.

Show the transparency of the initials. Cover the initials you have not presented with a sheet of paper.

Read the initials, explain its meaning*, and use the initials in a sentence of your own.

INITIALS

1. AGM - Air-to-Ground Missile
2. CC - Company Commander
3. CNO - Chief of Naval Operations
4. IT - Intensive Training
5. J00D - Junior Officer Of the Deck
6. LCM - Landing Craft, Mechanized
7. LCP - Landing Craft, Personnel
8. LCU - Landing Craft, Utility

9. NEC - Navy Enlisted Code
10. OOD - Officer of the Deck
11. PCS - Permanent Change of Station
12. POD - Plan of the Day
13. PMS - Planned Maintenance System
14. QM - Quartermaster
15. XO - Executive Officer

Review the use and meanings of the initials with
the students.

DRILL AND PRACTICE:

Using the transparency shown in the first presentation of the initials, the instructor covers one side, either the definitions or the initials.

Show the transparency of the initials.

Cover the definitions with a piece of paper.

Ask each student to say one of the initials and give its meaning. After each student has done this, cover the initials and show the definitions.

Have each student supply the initials for one of the definitions.

EVALUATION:

Evaluation should be done informally after Prescriptions have been assigned. Worksheet 1 is used for the evaluation.

Present Worksheet 1 to the student. Have him/her supply the correct meaning for 10 of the initials.

Student should get 8 of the 10 correct before moving to new material.

VI. PRESCRIPTIONS FOR INDIVIDUAL PRACTICE

| TOPIC | MATERIALS | | | INSTRUCTIONS | GROUPING |
|-------|-----------|--------|-----------|---|----------------------|
| | Appendix | Lesson | Worksheet | | |
| | A | 5 | 1 | Alternate reading initials and supplying definitions with another student. Record answers. | Pairs or Individuals |
| | A | 5 | 2 | Alternate reading definitions and supplying correct initials with another student. Record answers. | Pairs or Individuals |
| | A | 5 | 3 | Alternate reading the initials and supplying the definitions with another student. Record answers. | Pairs or Individuals |
| | A | 5 | 4 | Read the selection on pp. 287 and 290 from <u>The Bluejackets' Manual</u> , 20th ed., aloud to another student. Answer questions. | Pairs |

VII. FOLLOW-UP ACTIVITIES

See Activities Listed Under "Follow-Up Activities"

LESSON 6

I. TOPIC:

NAVY WORDS WITH UNUSUAL PRONUNCIATIONS

II. OBJECTIVE:

Given an oral reading instructional format, the student will pronounce words with unusual pronunciations correctly with an accuracy of at least 80 percent.

III. TIME:

1 1/2 hour

IV. MATERIALS:

1. Instructor's copy of Improving Your Navy Reading Skills by TAEG
2. Chalkboard and chalk
3. Worksheets from the Appendix A
4. The Bluejackets' Manual, 20th ed.
5. Flashcards of the following words with sentences written on back:

| | |
|-------------|----------|
| corps | coxswain |
| boatswain | gunwale |
| *forecastle | quay |
| *tackle | ensign |
| Greenwich | lead |
| teeward | yeoman |

*write forecandle and tackle on same flashcard

V. DIRECTIONS TO THE INSTRUCTOR

READINESS:

The purpose of this lesson is to acquaint the students with the pronunciations of some Navy words with unusual pronunciations.

INSTRUCTION:

The instructor will introduce the words with flashcards. While showing the students the word on the flashcard, the instructor will use the word in a sentence.

The pronunciations and meanings of the words are found on pp. 103-104 of Improving Your Navy Reading Skills.

INSTRUCTOR'S ACTIVITIES

Explain the purpose of the lesson to the students.

Check the flashcards to be sure they are in the proper order.

Show the flashcard to the students.

Read the accompanying sentence (or one of your own) to the students.

1. corps - The Marine Corps is a military unit in this country.
2. boatswain - The boatswain's mate blew his whistle to get the crew's attention.
3. forecastle - The anchor and tackle are found
4. tackle - in the forecastle of the ship.
5. Greenwich - All clocks are set according to Greenwich Mean Time.
6. leeward - The ship turned leeward as the storm approached.
7. coxswain - The coxswain kept the boat in shipshape.
8. gunwale - The men held onto the gunwales of the ship as it tossed about in the storm.
9. quay - The merchant vessel was moored in the quay as its cargo was unloaded.
10. ensign - Our national ensign was flying from the stern of the ship.

I-6-3

11. lead - The sailor measured the depth of the water with the lead.
12. yeoman - The yeoman typed a letter for the captain.

Show each flashcard to the students again and discuss the definition of the word.

Review the pronunciations of the words. Have each student pronounce each word.

DRILL AND PRACTICE:

The flashcards are used in this phase to be sure each student knows the pronunciations of the words.

Using the flashcards, go around the room and have the students pronounce various words from the lesson and give the meanings. Vary the order of the presentation of the words.

Assign the Prescriptions for individual practice.

EVALUATION:

Using the flashcards, ask the student to pronounce 10 of the words and give their meaning. Student should get 8 of 10 correct before moving to new material.

Evaluation should be done informally after Prescriptions have been assigned. The flashcards will be used in the evaluation.

VI. PRESCRIPTIONS FOR INDIVIDUAL PRACTICE

| TOPIC | MATERIALS | | | INSTRUCTIONS | GROUPING |
|--------|-----------------|---------------|------------------|---|---------------------|
| | <u>Appendix</u> | <u>Lesson</u> | <u>Worksheet</u> | | |
| | A | 6 | 1 | Say the pronunciation on the left aloud. Find the vocabulary word which matches the pronunciations. Record answers. | Pairs or Individual |
| | | Flashcards | | Show flashcards to another student and have him/her pronounce word and use it in a sentence. | Pairs |
| | A | 6 | 2 | Unscramble the scrambled vocabulary words. Write the word, with the number of a page in <u>The Bluejackets' Manual</u> where the word is found. Use the words in sentences. | Individual |
| Colors | A | 6 | 3 | Read the selection from <u>The Bluejackets' Manual</u> , page 79 aloud to another student. | Pairs |

VII. FOLLOW-UP ACTIVITIES

See Activities Listed Under "Follow-Up Activities"

LESSON 7

I. TOPIC: NAVY VOCABULARY: THE RIFLE

II. OBJECTIVE: Given an instructional format using a picture of a rifle, the student will name the various parts verbally with an accuracy of at least 80 percent.

III. TIME: 2 hours

IV. MATERIALS: Equipment: Slide Projector or pictures

Supplies:

1. Narration
2. Slides illustrating narration
3. Duplicated pictures of rifle without labels
4. Chalkboard and chalk
5. The Bluejackets' Manual, 20th ed. - several copies, p. 265
6. Worksheets from Appendix A
7. Flashcards of the following vocabulary words with the narration written on the back. These words are underlined in the narration.

| | | |
|---------------------------------|------------------|---------------|
| Automatic | Bore | Magazine |
| Semi-Automatic | Small Arm | Ejection Port |
| Barrel | Caliber | Discharge |
| Sights, Front Sight, Rear Sight | Cartridge | Safety |
| Stock(s) | Muzzle | Trigger |
| Firing Action, Firing Mechanism | Breech | |
| Firing Chamber | Flash Suppressor | |
| Riflings | Recoil Pad | |
| Bullet(s) | Butt | |
| Range | Sling | |
| Accuracy | Pistol Grip | |

NOTE: This is a suggested list of terms that can be used with this lesson. Some words have been used more than others. If a word or term need more emphasis, additional exercises can be added to the Prescription section of lesson.

V. DIRECTIONS TO THE INSTRUCTOR

READINESS:

The purpose of this lesson is to familiarize the students with the parts of the rifle.

Flashcards and worksheets for this lesson must be prepared beforehand. A list of words used in the narration may be prepared for each student or copied on the board for all to see.

INSTRUCTION:

The instructor will read the narration while the slides or pictures are shown.

If clarification is necessary, the instructor should point to the proper area on the slide or picture.

INSTRUCTOR'S ACTIVITIES

Write out the flashcards before the lesson begins.

Copy necessary worksheets.

Check the slides to be sure they are in proper order.

Assign a student to show slides.

Explain the purpose of the lesson to the students.

Read the narration while a student shows the slides.
Emphasize the underlined words.

"THE RIFLE"

The rifle is still a modern weapon of war. It has been used in many battles and has changed little over the years. Today, the M-14 and M-16 are two automatic or semi-automatic rifles used in the armed services.

The rifle has several parts that include the barrel, the sights, and the stock. One other part of a rifle that you must understand is the firing action.

The barrel is a long steel tube with spiral grooves cut into the inside surface. These grooves, called riflings, give the bullet a spinning motion that increases the bullet's range and accuracy. The hole in the barrel is called the bore. The word caliber is sometimes used to describe the inside diameter or bore of a rifle. Any weapon with a bore of .60 inches or less is called a small arm. Caliber may also refer to the size of bullet used in a rifle. The M-14 uses a .30 caliber cartridge or bullet.

I-7-3

The front end or muzzle of a gun barrel holds the front sight. Toward the breech, or rear end of the barrel, the rear sight is found. The muzzle end of a modern weapon like the M-16 contains a flash suppressor.

The stock of a rifle holds the barrel steady when it is fired. A recoil pad, usually made of rubber, is found on the butt end of the stock. Stocks of military rifles are made of wood, plastic or fiberglass. A sling for handling a rifle is attached to the stock. The M-16 unlike the M-14 has a pistol grip on the stock to improve handling.

The sights are used to aim the rifle. They have limited use on small military weapons. Sights are used primarily for sniping.

The firing mechanism or action is located at the breech end of the barrel. Automatic and semi-automatic weapons like the M-14 and M-16 use the gas produced by powder burning in the firing chamber to reload and cock the gun for the next shot. Automatic rifles fire one shot after another when the trigger is held back. The M-14 can fire one shot at a time or 20 shots in 9 seconds. Bullets for these rapid firing rifles are held in a container called a magazine. Once a bullet has been fired it is automatically ejected or thrown out of the ejection port.

Rifles are dangerous weapons and must be handled with care. To prevent accidental discharge, a device called a safety lock prevents a gun from firing.

In this second reading, the instructor will hold up the flash cards with the vocabulary words and read the narration from the back of the cards. The students will see the words written and repeat them after the instructor.

Read the narration from the back of the flashcards. Hold the flashcards to that the word(s) in the sentence you are reading is facing the class as you read. Say "Repeat" after each vocabulary word and have Class repeat.

Write vocabulary list of words on the board.

Pass out unlabeled duplicated pictures of the rifle. Review and discuss the parts.

Erase vocabulary list from the board.

Give each student a copy of the worksheet.

Tell the students that they are to circle the one word in each box that they hear in the sentences you read.

Read the first sentence:

"Automatic rifles fire one shot after another."

Do not emphasize the underlined word.

Discuss the example.

Read the remaining 27 sentences. Have students circle one word in each box.

After the DRILL AND PRACTICE WORKSHEET has been completed by the students, go around the room and call on different students to give their answer to a particular question. Have students define the word they circled.

Assign prescriptions for individual practice as needed, and provide help when necessary.

DRILL AND PRACTICE:

With the instructor, the students will do an exercise. Each student must have a copy of DRILL AND PRACTICE WORKSHEET - LESSON 4 from the Appendix.

SENTENCES:

1. Automatic rifles fire one shot after another.
2. A hand-held weapon is a small arm.
3. The rifle is still a weapon of war.
4. The inside diameter of a rifle is the bore.
5. He had just fired his last bullet.
6. Caliber refers to size.
7. The M-16 has a pistol grip.
8. Gas produced in the firing chamber is used to reload automatics.
9. The stock steadies the rifle.
10. Powder is contained in a metal cartridge.
11. The trigger is pulled to fire a weapon.
12. The flash suppressor is found toward the tip of the M-16.
13. The front end of a gun is the muzzle.
14. The breech assembly closes off the chamber.
15. The M-14 doesn't have a pistol grip.
16. Ammunition for rifle is stored in a magazine.

V. DIRECTIONS TO THE INSTRUCTOR

READINESS:

This lesson teaches the student mooring terminology.

Flashcards and worksheets for this lesson must be prepared beforehand. A list of words used in the narration may be prepared for each student or copied on the board for all to see.

INSTRUCTION:

The instructor will read the narration while the slides or pictures are shown.

If clarification is necessary, the instructor should point to the proper area on the slide or picture.

INSTRUCTOR'S ACTIVITIES

Write out the flashcards before the lesson begins.

Prepare worksheets.

Check slides to be sure they are in the proper order.

Assign a student to show slides.

Explain the purpose of the lesson to the class.

Read the narration while a student shows the slides.
Emphasize the underlined words.

"Mooring"

"A ship in port may be moored several ways. A ship may be moored alongside a pier with the standard mooring lines. Each of the mooring lines runs through a chock at the side of the ship. The lines are made fast to bollards on the dock. In mooring to a dock, the line is made fast to bitts or cleats on the deck of the ship.

A ship may be moored at anchor away from the land. When the ship is underway, the anchor is at the bow of the ship above the waterline. To moor a ship at anchor, the crew drops the anchor. The anchor goes to the bottom of the sea and catches on the bottom. Then the ship cannot drift away. A big chain holds the anchor. A powerful winch or capstan, a machine for hauling or pulling, raises the anchor by pulling up the anchor chain. As the anchor chain is hauled aboard, it is stowed in the chain locker. When the anchor is all the way up, it is said to be housed. By this point, the ship will be underway."

In this second reading, the instructor will hold up the flashcards with the vocabulary words and read the narration from the back of the cards. The students will see the words written and repeat them after the instructor.

Read the narration again, this time from the back of the flashcards. Hold the flashcards so that the word(s) in the sentence you are reading is facing the class as you read. Say "Repeat" after each vocabulary word and have class repeat.

Show the picture of the unlabeled ship and dock.

Review the vocabulary words by asking students to identify various parts.

Write the vocabulary list on the board.

Go back over the meaning of any terms with which students are having trouble.

Quiz the students verbally on the meanings of the words, referring to the list.

----- DRILL AND PRACTICE:

With the instructor the students will do an exercise. Each student must have a DRILL AND PRACTICE WORKSHEET from Appendix A for Lesson 2.

The exercise requires that the students listen to a sentence and then to circle from three choices one word that they hear in the sentence. The first one is done.

SENTENCES:

1. When the ship is underway, the anchor is at the bow.
2. A ship can be moored at land or at sea.
3. The anchor is attached to a large chain.
4. The deck has many fittings to moor it.
5. A ship in port is moored by lines.
6. In mooring to a dock lines are made fast.
7. The ship was underway.
8. Bitts are usually arranged in pairs.

Erase vocabulary list from the board.

Give each student a copy of LESSON 8 - VOCABULARY DRILL AND PRACTICE WORKSHEET.

Tell the students that they are to circle the one word in each box that they hear in the sentences you read. Inform them that a few of the words will be general Navy vocabulary not just from this lesson.

Read the first sentence:

"When the ship is underway, the anchor is at the bow."

Do not emphasize the underlined word.

Discuss the example.

Read the remaining 23 sentences. Have students circle one word in each box.

9. To moor the ship, many lines were used.
10. Mooring a ship to a pier is a basic job of the deck department.
11. Lines are made fast to fittings on the dock.
12. A capstan is a machine for hauling.
13. After the ship was moored, rat guards were put out.
14. Lines run through a chock on deck.
15. The crew dropped the anchor very quickly.
16. A bollard looks like half a bitt, but is on the dock, not the ship.
17. A housed anchor is up all the way.
18. The chain is stowed in the chain locker.
19. The winch raised the anchor.
20. By the time the anchor is completely up the ship will be underway.
21. The chain is stowed below deck.
22. The anchor was at the bow above the waterline.
23. Machines are used for hauling in the anchor.
24. Quick, efficient mooring is one of the marks of a smart ship.

EVALUATION:

Evaluation should be done informally after PRESCRIPTIONS have been assigned.

The unlabeled duplicated pictures of a ship and dock are used for the evaluation.

Students should get 8 of the 10 correct before moving to new material.

After the DRILL AND PRACTICE WORKSHEET has been completed, go around the room and call on different students to give their answer to a particular question, either orally, by spelling out loud, or written on the board. Have students define the word they circled.

Assign prescriptions for individual practice as needed, and provide help when necessary.

Present the duplicated picture of the ship and dock to the student individually. Ask him to locate or identify 10 or the vocabulary words on the picture.

Do this for all students.

VI. PRESCRIPTIONS FOR INDIVIDUAL PRACTICE

| TOPIC | MATERIALS | | | INSTRUCTIONS | GROUPING |
|---------|---|---------------|------------------|---|---------------------|
| | <u>Appendix</u> | <u>Lesson</u> | <u>Worksheet</u> | | |
| Mooring | A | 8 | 1 | There are 10 fill-in the blank sentences on this sheet. Students read the sentences to one another alternately filling in with the appropriate word. The answers are at the bottom. Students could also work individually with this sheet, writing the answers. | Individual or Pairs |
| Mooring | A | 8 | 2 | There are 15 fill-in the blank sentences on this sheet. Students read the sentences to one another alternately filling in with the appropriate word. The answers are at the bottom. Students could also work individually with this sheet, writing the answers. | Individual or Pairs |
| Mooring | <u>The Bluejackets' Manual</u> <u>20th ed. pp. 418-419</u> | | | One student will read this passage to another student, but will not read the italicized words. Instead he will say BLANK. The other student must give the correct word. Then they will switch roles. | Pairs |
| Mooring | unlabeled pictures of ship and dock | | | The student will write the name of the parts of the ship and dock that were studied in this lesson. | Individual |

VII. FOLLOW-UP ACTIVITIES

See Activities Listed Under "Follow-Up Activities"

Lesson 9

I. TOPIC: GRAMMATICAL STRUCTURES - FUTURE TENSE "GOING TO"

II. OBJECTIVE: Given a model sentence and visual cues, the student will say in English a number of sentences in the FUTURE TENSE "GOING TO" form, in the affirmative and the negative, using both the declarative and interrogative modes, with an accuracy of at least 80 percent.

III. TIME:

- IV. MATERIALS:
1. See It-Say It (SI-SI) verb packet with signal cards.
 2. See It-Write It (SI-WI) - copies of pages must be prepared from the worksheets.
 READ (TOMORROW) - copy for each student.
 GET (TOMORROW) - copy for each student.
 SWIM (TOMORROW) - 1 copy for evaluation.
 OTHER (TOMORROW) pages as needed for prescriptions.
 3. Chalkboard & chalk.

V. DIRECTIONS TO THE INSTRUCTOR

READINESS:

This lesson teaches the student words related to the structure of a ship.

INSTRUCTOR'S ACTIVITIES

Check the slides to be sure they are in the proper order. Assign a student to show the slides. Give that student a copy of the narration.

Explain the purpose of the lesson to the class.

INSTRUCTION:

The instructor will read the narration while the slides are shown.

If necessary for clarification, the instructor should point to the proper area on the slide.

Read the narration while a student shows the slides. Emphasize the underlined words.

(1) The largest part of a ship is the hull. The hull is the supporting body of a ship. It consists of an inside framework and an outside skin. The skin is made up of pieces of metal, or shell plating, welded together to form a watertight shell.

(2) The keel is the backbone of the ship. It is the main structural part of the hull. The keel is a metal part, shaped like an I-beam, which runs along the bottom of the ship from the bow to the stern. In the bow the hull is attached to the stem which is a vertical post. In the stern it is attached to the sternpost.

(3) The frames, which are part of the framework, are connected to the keel. The frames serve as ribs, like in the human body, to add support to the ship's shell plating, or skin.

(4) The water level along the hull of a ship afloat is called the waterline. The vertical distance from the keel to the waterline is the ship's draft. Freeboard is the distance from the waterline to the main deck. The waterline, freeboard and draft change according to the weight of the load carried by the ship.

(5) List refers to the athwartships balance of the ship. If a ship leans more to one side than the other, it has a list. A ship could have a starboard list or a port list, or it may be "on an even keel."

(6) The relation of the length of the draft and the bow and stern is called the trim. If a ship is in trim, it is afloat with the proper relationship between the forward draft and the after draft. If there is an imbalance, the ship is out of trim. The ship can be down by the head, or bow, or down by the stern. List and trim are important to watch while loading cargo.

Read the narration from the back of the flashcards.
Show the students the appropriate words as you read the narration.

Say "Repeat" after you read each vocabulary word and have the students repeat the word after you while you read the narration.

Show the slide with ship's parts labeled and review the parts with the students.

Show the first unlabeled picture of the ship's structure.

Go around the room and ask various students to name different parts of the ship.

Show the second unlabeled picture showing the ship afloat in the water.

Ask the students to identify the parts.

Reteach any terms with which the students are having difficulty.

Assign the Prescriptions for individual practice.

DRILL AND PRACTICE:

The slides showing the parts of the ship without labels are used in this session.

EVALUATION:

Evaluation should be done informally after Prescriptions have been assigned. The duplicated pictures of ships without labels are used for the drill and practice.

Give the student a copy of the first duplicated picture.

Have the student locate and describe 5 parts of the ship's structure.

Give the student the second duplicated picture.

Have the student locate and/or describe 5 terms relating to a ship afloat.

The student should be able to correctly identify 8 of the 10 words before moving to new material.

VI. PRESCRIPTIONS FOR INDIVIDUAL PRACTICE

| TOPIC | MATERIALS | INSTRUCTIONS | | | GROUPING |
|----------------------|-----------------|---------------|------------------|---|------------|
| | <u>Appendix</u> | <u>Lesson</u> | <u>Worksheet</u> | | |
| | A | 9 | 1 | Match the correct phrase with the word on the left. Record your answers. | Individual |
| | A | 9 | 2 | Alternate reading the sentences aloud with another student. Circle the best answer. | Pairs |
| Basic Ship Structure | A | 9 | 3 | Read the passage from <u>The Bluejackets' Manual</u> , pp. 200, 201 aloud to another student. Discuss and answer questions. Record answers. | Pairs |
| Ship | A | 9 | 4 | Read the passage from <u>The Bluejackets' Manual</u> , p. 220 aloud to another student. Discuss and answer questions. Record answers. | Pairs |

VII. FOLLOW-UP ACTIVITIES

See Activities Listed Under "Follow-Up Activities"

I-10-1

LESSON 10

I. TOPIC: NAVY VOCABULARY: DECKS OF A SHIP

II. OBJECTIVE: Given an instructional format using a picture of a ship, the student will label verbally the various decks with an accuracy of at least 80 percent.

III. TIME: 1 1/2 hours

IV. MATERIALS: Equipment: Slide Projector

Supplies: 1. Narration

2. Slides illustrating narration

3. Duplicated picture of ship Appendix A

4. Worksheets from Appendix A

5. The Bluejackets' Manual, 20th ed.

6. Flashcards of the following words with the narration written on the back:

| | |
|---------------|---------------------|
| decks | second deck |
| weather deck | third deck |
| bulwark | fourth deck |
| complete deck | forecastle deck |
| flight deck | half deck |
| main deck | upper deck |
| hangar deck | superstructure deck |
| | poop deck |

V. DIRECTIONS FOR THE INSTRUCTORREADINESS:

This lesson teaches the various decks of a ship.

INSTRUCTOR'S ACTIVITIES

Check the slides to be sure they are in the proper order. Assign a student to show the slides. Give that student a copy of the narration.

Explain the purpose of the lesson to the students.

Read the narration while a student shows slides. Emphasize the underlined words.

INSTRUCTION:

The instructor will read the narration while the slides are shown.

If clarification is necessary, the instructor should point to the proper area of the slide.

Information on the decks is found in Basic Military Requirements, pp. 141-142.

NARRATION

(1) The floors of a ship are called decks. They divide the ship into layers and provide additional hull strength and protection for internal spaces.

(2) A deck or part of a deck exposed to the weather is called a weather deck. Bulwarks are a sort of solid fence along the gunwale of the weather deck.

(3) A deck that extends from side to side and stem to stern is a complete deck. (4) In aircraft carriers the uppermost complete deck is the flight deck, from which aircraft take off and land. (5) In all other ships but carriers, the uppermost complete deck is the main deck; (6) in carriers the hangar deck is the main deck. The hangar deck is the deck on which aircraft are stowed and serviced when not on the flight deck.

(7) The first complete deck below the main deck is the second deck, the next the third, the next the fourth, and so on.

(8) The forecastle deck is the deck above the main deck at the bow. A half deck is any partial deck between complete decks. Half decks take the number of the deck above and have 1/2 added to the number. The upper deck is a partial deck extending from side to side above the main deck amidships. It is part of a ship's superstructure, which is part of a ship's structure above the main deck. The side plating extends up to the upper deck.

The superstructure deck is a partial deck above the main, upper or forecastle deck which does not extend to the sides of a ship; or if it does, the side plating is not extended up to it.

The poop deck is a partial deck above the main deck located all the way aft.

Read the narration from the back of the flashcards, showing the students the appropriate word as you read that description.

Say "Repeat" after you read each vocabulary word and have the students repeat the word after you as you read the narration.

Show slide and review the decks with the students.

Using the unlabeled slide of a ship, go around the room and have the students identify the various decks.

Assign Prescriptions for individual practice.

Using the unlabeled duplicated picture of a ship, ask the student to label and/or describe 10 of the decks taught in this lesson. Student should correctly identify 8 out of 10 before moving to new material.

DRILL AND PRACTICE:

The unlabeled slide showing the decks of a ship is used for drill and practice.

EVALUATION:

Evaluation should be done informally after Prescriptions have been assigned. The unlabeled pictures of a ship are used in the evaluation.

VI. PRESCRIPTIONS FOR INDIVIDUAL PRACTICE

| TOPIC | MATERIALS | | | INSTRUCTIONS | GROUPING |
|-------------------------|-----------|--------|-----------|--|------------|
| | Appendix | Lesson | Worksheet | | |
| | A | 10 | 1 | Label the decks of the ship. | Individual |
| | A | 10 | 2 | With another student, alternate reading the sentences aloud and having your mate provide the correct name for the decks. Record answers. | Pairs |
| Decks of a Ship | A | 10 | 3 | Read the passage from <u>The Bluejackets' Manual</u> , pp. 202, 203 aloud to another student. Answer questions. | Pairs |
| Ships Built Before 1949 | A | 10 | 4 | Read the passage from <u>The Bluejackets' Manual</u> , p. 205 aloud to another student. Answer questions. | Pairs |

VII. FOLLOW-UP ACTIVITIES

See Activities Listed Under "Follow-Up Activities"

LESSON 11

I. TOPIC: NAVY WORDS WITH MULTIPLE MEANINGS - PART I

II. OBJECTIVE: Given a listening or auditory recognition instructional format, the student will verbally select the correct meaning of a word for a given sentence from a multiple choice of meanings with an accuracy of at least 80 percent.

III. TIME: 2 hours

IV. MATERIALS: Equipment: Overhead Projector

Supplies: 1. Improving Your Navy Reading Skills by TAEG (copies for instructor and all students)

2. Worksheets from the Appendix A

3. The Bluejackets' Manual, 20th ed.

4. Transparencies of the following words and their definitions:

| | |
|--------|--------------|
| port | intelligence |
| gear | list |
| hold | log |
| ensign | magazine |
| launch | manual |
| head | pipe |
| hitch | |

V. DIRECTIONS TO THE INSTRUCTORREADINESS:

This lesson acquaints the students with several meanings of words heard in the Navy.

INSTRUCTION:

The material for this lesson is taken from Improving Your Navy Reading Skills by TAEG pages 79, 80, and 81.

Transparencies should be prepared with the words and definitions. Do not include sentences on the transparencies.

Example:

1. left

port - 2. a harbor

3. an airport

INSTRUCTOR'S ACTIVITIES

Explain the purpose of the lesson to the students.

Check transparencies to be sure the words are in the proper order for presentation.

Show the first transparency to the students.

Read the word. Read the first definition.

Read the sentence for that word.

Read the second definition. Read the sentence for that word.

Read the third definition and sentence.

Ask the students if they have any questions about the definitions and how the word is used for the different meanings.

If not, show the next transparency and proceed as above.

Word

port

Definitions and Sentences

1. left - The island appeared on the port side of the ship.
2. a harbor - The ship entered the port to refuel.
3. airport - Alameda Naval Air Station is a port of entry for returning sailors.

gear

1. a sailor's clothing and equipment - The sailor stowed his gear in the locker.
2. a mechanical part of a car or other vehicle - He put the car in high gear.

WordDefinitions and Sentenceshold

1. the large cargo storage space within a ship, below the deck - The cargo was lowered into the hold.
2. to stay where you are - Hold your position!
3. to grasp something - Hold this line.

ensign

1. a commissioned officer of the lowest rank - The ensign reported to the captain.
2. the flag of our country - The ensign was lowered at dusk.

launch

1. a power boat used for transporting personnel between a ship and the shore - The Liberty party was taken ashore by the launch.
2. to propel or send a missile or torpedo - The missile was launched against the enemy aircraft.
3. to float a new ship off the ways in a shipyard - After a ceremony, the ship was launched.

head

1. a compartment containing toilet facilities - The head was closed for cleaning.
2. someone in charge - He was the head of the department.

hitch

1. an enlistment (slang) - He signed up for another hitch.
2. a rope tie or knot - He fastened the line with a clove hitch.

WordDefinitions and Sentencesintelligence

1. information, usually about the enemy and often classified as top secret, secret or confidential - Intelligence reports gave the enemy's position and strength.
2. a person's mental ability - The sailor showed outstanding intelligence.

list

1. to lean (ship) - The ship had a list to starboard.
2. a number of things written on paper - He made up a laundry list.

log

1. a written summary of events on board ship as they occur - An entry was made in the ship's log.
2. a ship's speed indicator - The log showed a speed of 20 knots.
3. to make a certain speed - The ship logged 20 knots.

magazine

1. the space where ammunition is stored - No smoking is permitted in the magazine.
2. the clip in a gun which holds the bullets - He removed the magazine from the automatic pistol.
3. The paperback publication containing stories and articles - He bought a magazine at the ship's store.

Word

manual

Definitions and Sentences

1. a book giving information and instructions - He looked up the subject in the Bluejackets' Manual.
 2. operation of something by the hands or by nonautomatic means - Chipping paint is manual labor.
- pipe
1. the silver whistle used by the Boatswain's Mate for calls to attention - The boatswain's pipe was heard over the ship's speaker.
 2. the act of using the pipe as a call - The captain was piped aboard.
 3. the rounded instrument used for smoking tobacco - He lit his pipe.

Ask if the students have questions about any of the words. Review those words that seem to be difficult for the students.

DRILL AND PRACTICE:

Worksheet 1 in the Appendix is used during this drill and practice. This should be duplicated prior to class. Transparencies of the words and definitions are shown as each word is drilled.

Pass out copies of Worksheet 1 to all students.

Arrange transparencies in proper order. Show transparency as sentences for that word are done.

SENTENCES

INSTRUCTIONS:

Read the sentence aloud. Have the students decide which definition of the word applies in each sentence. Call on different students to answer.

port

1. Several large ships were in port when we arrived.
2. The sailors were instructed to line up along the port side of the ship.
3. Our plane arrives at our port of entry at 0800.

gear

4. The sailor carried his gear on his shoulder as he came aboard ship.
5. The driver shifted the car into low gear as she approached the steep hill.

hold

6. Hold this line while I lower the lifeboats.
7. The hold was nearly empty after the cargo was unloaded.

ensign

8. The captain order the ensign to swab the deck.
9. The ensign flew from the stern of the ship.

launch

10. The new ship was christened and launched with full honors.
11. The launch transported the visiting general to the ship.
12. The destroyer launched a missile at the approaching enemy.

head

13. the head is found near the crew's quarters.
14. He was made the head of the electronic's division.

AD-A119 649

MEMPHIS STATE UNIV TN
NAVY VERBAL SKILLS CURRICULUM GUIDE, SUPPLEMENT.(U)
JUL 82 H L BOWMAN, P L JONES, R A KAISER

F76 5/9

N00612-79-R-0477

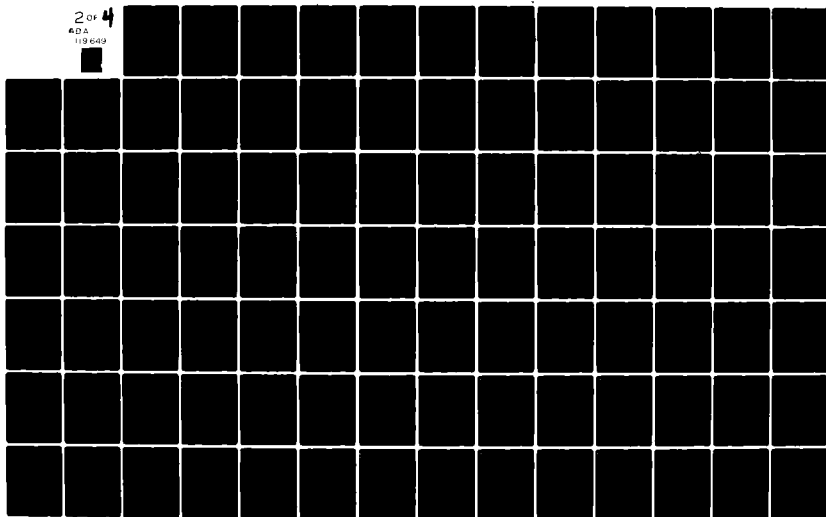
UNCLASSIFIED

TAEG-TR-128-SUPPL

NL

2 of 4

ADA
119 649



hitch

15. I am thinking about signing up for another hitch.
16. The sailor secured the line to the ring with a hitch.

intelligence

17. Thinking quickly under stress is a sign of intelligence.
18. The intelligence reports suggested that the enemy had broken our code.

list

19. It can help to make a list of things one needs to do.
20. During the storm, the ship had a bad list.

log

21. The log showed that a ship in distress was seen at 1400.
22. The ship logged 18 knots.

magazine

23. The sailor read a magazine during his morning break.
24. The soldier loaded the magazine into his rifle.
25. The magazine was full as the ship went into enemy waters.

manual

26. The yeoman consulted the manual for the correct form for the letter.
27. The truck had a manual transmission.

pipe

28. A pleasant aroma of tobacco came from the pipe.
29. The boatswain blew his pipe to call the crew to attention.
30. The crew was piped to attention.

I-11-8

Assign Prescriptions for individual practice.

EVALUATION:

Evaluation should be done informally after Prescriptions have been assigned. The instructor will need his/her copy of Improving Your Navy Reading Skills by TAEG for the evaluation.

The instructor will ask the students to give 2 different definitions for 5 of the vocabulary words. The instructor will then read a definition for 5 of the words and ask the student to use that word in a sentence based on the definition given.

Students should get 8 of the 10 tasks correct before moving to new material.

VI. PRESCRIPTIONS FOR INDIVIDUAL PRACTICE

| TOPIC | MATERIALS | | | INSTRUCTIONS | GROUPING |
|------------------|-----------------|---------------|------------------|--|------------|
| | <u>Appendix</u> | <u>Lesson</u> | <u>Worksheet</u> | | |
| | A | 11 | 1 | Match the meanings with the words on the left. Record answers. | Individual |
| | A | 11 | 2 | Alternate reading the sentences aloud with another student. Decide which definition in <u>Improving Your Navy Reading Skills</u> applies and write that number in the blank. | Pairs |
| | A | 11 | 3 | Alternate reading the sentences aloud with another student. Decide which definition in <u>Improving Your Navy Reading Skills</u> applies and write that number in the blank. | Pairs |
| Logs and Reports | A | 11 | 4 | Read the selection from <u>The Bluejackets' Manual</u> , p. 294 aloud to another student. Answer the questions and record your answers. | Pairs |

VII. FOLLOW-UP ACTIVITIES

See Activities Listed Under "Follow-Up Activities"

LESSON 12

I. TOPIC: NAVY WORDS WITH MULTIPLE MEANINGS - PART II

II. OBJECTIVE: Given a listening instructional format, the student will verbally select the correct meaning of a word for a given sentence from a multiple choice of meanings with an accuracy of at least 80 percent.

III. TIME: 2 hours

IV. MATERIALS: Equipment: Overhead Projector

Supplies: 1. Improving Your Navy Reading Skills by TAEG (copies for instructor and all students)

2. Worksheets from the Appendix A

3. The Bluejackets' Manual, 20th ed.

4. Transparencies of the following words and their definitions:

| | |
|--------------|---------|
| range | watch |
| rating | weigh |
| shore | battery |
| strike | berth |
| sweep | knot |
| transmission | secure |
| | pitch |

PRECEDING PAGE BLANK-NOT FILMED

V. DIRECTIONS TO THE INSTRUCTORREADINESS:

This lesson acquaints the students with several meanings of words heard in the Navy.

INSTRUCTION:

Transparencies should be prepared with the word and definition. Do not include the sentences on the transparencies.

Example:

- range -
1. distance of an object from a point.
 2. the greatest distance that can be travelled by a ship without refueling.

The instructor's material for this lesson is on pp. 81-83 of Improving Your Navy Reading Skills.

INSTRUCTOR'S ACTIVITIES

Explain the purpose of the lesson to the students.

Check the transparencies to be sure they are in the proper order.

Show the transparency of the first word (range).

Read the word. Read the first definition.

Read the sentence for that definition.

Read the second definition for the word.

Read the sentence for that definition.

Read the third definition and the sentence.

Ask the students if they have any questions about the different definitions of the word and how it is used.

If not, show the next transparency and proceed as above.

Word

range

Definitions and Sentences

1. the distance of an object from a point - The enemy ship was at a range of 15 miles.
2. the greatest distance that can be travelled by a ship or aircraft without refueling, or a projectile before falling. - The guns have a range of 3 miles.
3. the name of an area set aside for a particular purpose - The sailors had training at the gunnery range.

Definitions and SentencesWordrating

1. the name for the particular type of work done by a Navy enlisted man - He qualified for the machinist's mate rating.
2. an evaluation of a person's performance - He received a high rating for his work on the project.

shore

1. the land which meets a body of water - The sailor was waiting on the shore for the launch.
2. to use timbers in damage control to brace bulkheads and decks - The damage control party attempted to shore the damaged bulkhead.
3. the timber used in damage control - The sailor placed a shore under the deck.

strike

1. an attack on enemy targets by aircraft - The aircraft made a strike against the enemy shore batteries.
2. to learn a new job through on-the-job training - The sailor was allowed to strike for machinery repairman.
3. to haul down colors (flag) - The enemy was forced to strike his colors.

sweep

1. to clean with a broom - All deck hands were order to sweep fore and aft.
2. the action of radar in scanning the area in a complete circle - The sweep showed no targets in the area.

WordDefinitions and Sentencestransmission

1. a message sent by radio - The transmission was received at 1200 hours.
2. a device which applies engine power to move a vehicle - He was told to repair the truck transmission.

watch

1. one of the duty periods, normally 4 hours long, into which a ship's day is divided - He was assigned to work the morning watch.
2. a special duty assignment - The seaman was assigned to fire watch.

weigh

1. to lift, as to lift an anchor - The order was given to weigh anchor.
2. to determine the weight of an object - He was told to weigh the cargo on the scales.

battery

1. source of stored electric power - He replaced the battery in the car.
2. a group of ship or shore guns of the same caliber or used for the same purpose - The enemy aircraft were fired upon by the ship's antiaircraft battery.

berth

1. space where a ship ties up - The ship tied up at its berth at the dock.
2. a sleeping place assigned to a man aboard ship - He was assigned a berth in the forward compartment.

Word

Definitions and Sentences

berth
(continued)

3. a margin, or distance, in passing something - The ammo carrier was given a wide berth.

knot

1. a measure of speed of a ship or aircraft, equal to one nautical mile per hour - The ship cruised at 25 knots.
2. a collective term for hitches and bends used to fasten lines - He made a knot in the line.

secure

1. to stop doing something - The crew was told to secure from fire drill.
2. to make something fast - Secure the forward hatch!

pitch

1. the ship's movement up and down from the bow in rough seas - The ship pitched heavily in the storm.
2. the angle of the roof of a house - The pitch of the roof was so low it was almost flat.
3. a black tarry substance used to caulk the decks of a ship - The sailor was busy applying pitch to the deck.

Ask if the students have any questions about any of the words. Review those words that seem to cause difficulty.

DRILL AND PRACTICE:

The instructor will again use the transparencies for the Drill and Practice exercises.

Show the first transparency.

Ask a student to read the first definition. Have him/her make up a sentence using the word based on that definition.

Have another student read the second definition and supply an appropriate sentence.

Continue in this manner with the other transparencies, having the students supply appropriate sentences.

Assign the Prescriptions for individual practice.

EVALUATION:

The evaluation should be done informally after Prescriptions have been assigned. The instructor will need his/her copy of Improving Your Navy Reading Skills for the evaluation.

The instructor will ask the student to give 2 different definitions for 5 of the vocabulary words. The instructor will read a definition for 5 of the words and ask the student to use that word in a sentence based on the definition.

VI. PRESCRIPTIONS FOR INDIVIDUAL PRACTICE

| TOPIC | MATERIALS | | | INSTRUCTIONS | GROUPING |
|-------|-----------------|---------------|------------------|--|--|
| | <u>Appendix</u> | <u>Lesson</u> | <u>Worksheet</u> | | |
| | A | 12 | 1 | Match the definitions with the words on the left. Record the letter in the blank. | Individual |
| | A | 12 | 2 | Circle the word that you hear in the sentence read by your instructor. | Instructor + Group or Individual |
| | A | 12 | 3 | Alternate reading the sentences aloud with another student. Decide which definition in <u>Improving Your Navy Reading Skills</u> applies and write that number in the blank. | Pairs |
| | A | 12 | 4 | Read the selection from <u>The Bluejackets' Manual</u> , 20th ed., p. 285 aloud to another student. Discuss and answer the questions. Record answers. | Pairs |

VII. FOLLOW-UP ACTIVITIES

See Activities Listed Under "Follow-Up Activities"

PRECEDING PAGE BLANK-NOT FILMED

VERBAL SKILLS CURRICULUM
GRAMMATICAL STRUCTURES MODULE

Lesson 1

I. TOPIC: GRAMMATICAL STRUCTURES-SUBJECT PRONOUNSII. OBJECTIVE:

The student will read aloud a number of items filling in the blank(s) with the correct SUBJECT PRONOUN, i.e., I, YOU, HE, SHE, THEY, WE, IT, with an accuracy of at least 80 percent.

III. TIME: 2 hours.IV. MATERIALS:

1. Dyad Learning Program: Pronouns and Determiners (DLP), Steps 1-3, pgs. 1 - 27. One book per student.
2. See It-Say It "TO BE" card. (SI-SI)
3. Chalkboard & chalk.

V. DIRECTIONS TO THE INSTRUCTOR

READINESS: The purpose of this lesson is to present the **SUBJECT PRONOUNS** in English and to work with exercises using them.

DEFINITIONS:

A **PRONOUN** is a word which can take the place of a **NOUN**. Because **NOUNS** are names of people, places or things, **PRONOUNS** can stand for names of people, places or things.

The **SUBJECT** is a word (or Phrase) that is being talked about by the rest of the sentence.

EXAMPLES:

John is the subject because the rest of the sentence talks about John and what he did.
He can be used instead of John. It is therefore, a **SUBJECT PRONOUN**.

INSTRUCTION: Using the See It-Say It card, the instructor will say the **SUBJECT PRONOUNS**.

Each student will have an opportunity to say the **SUBJECT PRONOUNS** after the instructor has modeled them.

INSTRUCTOR'S ACTIVITIES

Write the definitions on the board.

Explain the purpose of the lesson.

Write the following examples on the board.

SUBJECT: John enlisted last summer.

SUBJECT

PRONOUN: He enlisted last summer.

Discuss examples.

Take SI-SI card "TO BE."

Point to the first picture. Say "I".

Have class repeat.

Point to the second picture. Say "YOU".

Have class repeat.

Point to third picture. Say "HE".

Have class repeat.

Point to fourth picture. Say "SHE".

Have class repeat.

Point to fifth picture. Say "THEY".

Have class repeat.

Point to first and second pictures together.

Say "WE". Have class repeat.

Point to an object in the room. Say "IT".

Have class repeat.

Ask each student to respond to the entire card.

The group PRONOUNS are used in the SUBJECT position in English sentence structure. They will be the words that the rest of the sentence is talking about in the exercises.

Write on the board:

| | |
|------------------|--------|
| SUBJECT PRONOUNS | |
| Singular | Plural |
| I | we |
| -----you----- | |
| he | they |
| she | |
| it | |

Point to each word and say it. Have class repeat.

DRILL AND PRACTICE:

The class will do Steps 1-3 in Dyad Learning Program: Pronouns and Determiners, pp. 1-25 with the instructor.

The students should open their books from the "student's book" side to page 1. This is important because if the books are opened from the other side, the students will have the answers.

The instructor should open his book from the "tutor's book" side to page. The answer to the exercise will be in the right-hand margin.

Singular SUBJECT PRONOUNS stand for only one person or thing. They are: I, HE, SHE, IT, YOU.

Plural SUBJECT PRONOUNS stand for more than one person or thing. They are: WE, THEY, YOU.

Give a copy of DLP: Pronouns and Determiners to each student. Have them open to page 1.

Open your book to page 1.

Tell students that the SUBJECT PRONOUNS in this step are singular person only.

Read the first sentence of 1A aloud.

"What color will BLANK be painted?"

Reread the sentence with the correct answer.

"What color will it be painted?"

Go around the room and have each student read a sentence and put in the correct answer.

Do 1A, 1B, 1C and 1D in this manner.

Assign prescriptions as necessary. (see VI)

Turn to page 11.

Tell students that the SUBJECT PRONOUNS in this step are plural.

Read the first sentence of 2A aloud.

"BLANK built themselves a house."

Reread the sentence with the correct answer.

"They built themselves a house."

Go around the room and have each student read a sentence and put in the correct answer.

Do 2A, 2B, 2C and 2D in this manner.

Assign prescriptions as necessary. (see VI)

Turn to page 19.

Tell students that all the SUBJECT PRONOUNS will be used.

Read the first sentence of 3A aloud.

"BLANK are going to have our pictures taken but he's not sure BLANK wants to be in the group."

Reread the sentence with the correct answers.

"We are going to have our pictures, but he's not sure he wants to be in the group."

Go around the room and have each student read a sentence and put in the correct answer.

Do 3A, 3B, and 3C in this manner.

Assign prescriptions as necessary. (see VI)

Call the students to your desk one by one.

Open your book to 3F, page 27.

Give the student a copy of the 3F without answers.

Ask the student to read the items in 3F and supply answers.

Test all students in the same way.

EVALUATION:

In the instructor must decide whether to go on to new material, to assign individual practice or to evaluate students individually. Evaluation takes place at the end of each drill and practice.

Each student must be evaluated individually to see if he has mastered the SUBJECT PRONOUNS presented in this lesson.

If the student gets 12 of the 15 correct then he has successfully completed this unit of this study module. If the students gets less than 12 right, he should be assigned individual practice.

All students should be tested when the instructor feels they are prepared to be evaluated.

Lesson 2

GRAMMATICAL STRUCTURES - OBJECT PRONOUNS

I. TOPIC:

II. OBJECTIVE:

The student will read aloud a number of items filling in the blank(s) with the correct OBJECT PRONOUN, i.e. ME, YOU, HIM, HER, THEM, US, IT, with an accuracy of at least 80 percent.

III. TIME:

2 hours

IV. MATERIALS:

1. Dyad Learning Program: Pronouns and Determiners, Steps 4 - 6, pgs. 29 - 55. One book per student. (DLP)
2. See It-Say It "TO BE" card. (SI-SI)
3. Chalkboard & chalk.

V. DIRECTIONS TO THE INSTRUCTOR

INSTRUCTOR'S ACTIVITIES

READINESS: The purpose of this lesson is to present the OBJECT PRONOUNS in English and to work with exercises using them.

DEFINITIONS:

A PRONOUN is a word which can take the place of a NOUN. Because NOUNS are names of people, places or things, PRONOUNS can stand for names of people, place or things.

The OBJECT is a noun, or its equivalent in a verb construction toward which the action is directed; or an OBJECT is a noun or its equivalent, in a prepositional phrase, i.e. following works like: in, on, from, for, with, by, under, before, after, etc.

EXAMPLES:

The officer is the object because the action is directed toward it.
His mother is the object in this example because it is in the prepositional phrase following "from".

Because we know who we are talking about, we can say him instead of "the officer," and her instead of "his mother."

Write the definitions on the board.

Explain the purpose of the lesson.

Write the following examples on the board:

OBJECTS: John saluted the officer.

John got a letter from his mother.

OBJECT

PRONOUNS: John saluted him.

John got a letter from her.

INSTRUCTION: Using the See It-Say It (SI-SI) card, the instructor will say the OBJECT PRONOUNS. They are: me, you, him, her, them, us, it.

Take SI-SI card "TO BE".

Point to the first picture. Say "ME".

Have class repeat.

Point to the second picture. Say "YOU".

Have class repeat.

Point to the third picture. Say "HIM".

Have class repeat.

Point to the fourth picture. Say "HER".

Have class repeat.

Point to the fifth picture. Say "THEM".

Have class repeat.

Each student will have an opportunity to say the OBJECT PRONOUNS after the instructor has modeled them.

These PRONOUNS are used in the OBJECT position in English sentence structure, or after prepositions.

DRILL AND PRACTICE: With the instructor the class will do Steps 4 - 6 in Dyad Learning Program: Pronouns and Determiners (DLP), pgs. 25 - 51.

The students should open their books from the "student's book" side to page 25. This is important because if the books are opened from the other side, the student will have the answers.

The instructor should open his book from the "tutor's book" side to page 25. The answers to the exercise will be in the right-hand margin.

Singular OBJECT PRONOUNS stand for only one person or thing. They are: ME, YOU, HIM, HER, THEM, US, IT.

Plural OBJECT PRONOUNS stand for more than one person or thing. They are: US, THEM, YOU.

Point to first and second pictures together.
Say "US". Have class repeat.
Point to an object in the room. Say "IT".
Have class repeat.

Ask each student to respond to the entire card.

Write on the board:

| | |
|-----------------|--------|
| OBJECT PRONOUNS | |
| Singular | Plural |
| me | us |
| -----you----- | |
| him | |
| her | |
| it | them |

Point to each word and say it. Have class repeat.

Give a copy of DLP: Pronouns & Determiners to each student. Have them open to page 25.
Open your book to page 25.

Tell students that the OBJECT PRONOUNS in this step are singular

Read the first sentence of 4A aloud.
"The nurse gave BLANK his injection."
Reread the sentence with the correct answer.
"The nurse gave him his injection."

Go around the room and have each student read a sentence and put in the correct answer.

Do 4A, 4B, 4C and 4D in this manner.

Assign prescriptions as necessary. (see VI)

Turn to page 37.

Tell students that the OBJECT PRONOUNS are plural.

Read the first sentence of 5A aloud.
"The teacher gave BLANK their papers back."
Reread the sentence with the correct answer.
"The teacher gave them their papers back."

Go around the room and have each student read a sentence and put in an answer.

Do 5A, 5B, 5C and 5D in this manner.

Assign prescriptions as necessary. (see VI)

Turn to page 47.

Tell students that all OBJECT PRONOUNS will be used.

Read the first sentence of 6A aloud.

"If you find any mistakes, cross BLANK out."

Reread the sentence with the correct answer.

"If you find any mistakes, cross them out."

Go around the room and have each student read a sentence and put in the correct answer.

Do 6A, 6B and 6C in this manner.

Assign prescriptions as necessary. (see VI)

EVALUATION: The instructor must decide whether to go on to new material, to assign individual practice or to evaluate students individually. Evaluation takes place at the end of each drill and practice.

Each student must be evaluated individually to see if he has mastered the OBJECT PRONOUNS presented in this lesson.

If the student gets 12 of the 15 correct, then he has successfully completed this unit of this study module. If the student gets less than 12 right, he should be assigned individual practice.

All students should be tested when the instructor feels they are prepared to be evaluated.

Call the students to your desk one by one.

Open your book to 6F, page 53.

Give the student a copy of 6F without answers.

Ask the student to read the items in 6F and supply answers.

Test all students in this way.

VI. PRESCRIPTIONS FOR INDIVIDUAL PRACTICE

| TOPIC | LESSON | PAGES | INSTRUCTIONS | GROUPING |
|-----------------|-------------------|---------|--|----------|
| OBJECT SINGULAR | Step 4 | 25 - 37 | Each student will have a copy of <u>DLP: Pronouns & Determiners</u> . One student will open his book from the tutor's side, and the other from the student's side. | Pairs |
| OBJECT PLURAL | Step 5 | 37 - 45 | The student will read the first sentence to the tutor and will fill in the correct word. If the student gives the correct response, the tutor says "YES". If the student gives an incorrect response, the tutor says "TRY AGAIN". When the student completes all 15 items in one exercise, they trade books and the tutor becomes the student, and the student becomes the tutor. The new student will answer 15 items, and the answers are correct or not. Then they will switch books again, and continue changing roles until they have completed their assignment. | Pairs |
| OBJECT MIXED | Step 6 A,B,C,D | 47 - 55 | | Pairs |

VII. FOLLOW-UP ACTIVITY

See Activities Listed Under "Follow-Up Activities"

II-3-1

Lesson 3

I. TOPIC: GRAMMATICAL STRUCTURES - POSSESSIVE PRONOUNS

II. OBJECTIVE:

The student will read aloud a number of items filling in the blank(s) with the correct POSSESSIVE PRONOUNS, i.e. MY, MINE, YOUR, YOURS, HIS, HER, HERS, THEIR, THEIRS, OUR, OURS, ITS, with an accuracy of at least 80 percent.

III. TIME: 2 hours.

IV. MATERIALS:

1. Dyad Learning Program: Pronouns and Determiners, Steps 10 - 13, pgs. 79 - 113. One book per student. (DLP)
2. See It-Say It "TO BE" card. (SI-SI)
3. Chalkboard & chalk.

V. DIRECTIONS TO THE INSTRUCTOR

READINESS: The purpose of this lesson is to present the POSSESSIVE PRONOUNS in English and to work with exercises using them.

DEFINITIONS:

A PRONOUN is a word which can take the place of a NOUN. Because NOUNS are names of people, places or things, PRONOUNS can stand for names of people, places or things.

The word POSSESSIVE indicates a special relationship, like belonging together or ownership.

A POSSESSIVE NOUN PHRASE is a pronoun which stands for a possessive pronoun and a noun together. These PHRASES are never followed by a noun.

EXAMPLES:

John's is possessive because it tells that the book belongs to John.

Because we know who we are talking about, we can say his instead of John's.

Mine is used to stand for "my book".
It is not followed by a noun.

INSTRUCTION: Using the See It-Say It card, the instructor will say first the POSSESSIVE PRONOUNS. They are: my, your, his, her, their, our, its.

INSTRUCTOR'S ACTIVITIES

Write the definitions on the board.

Explain the purpose of the lesson.

Write the following examples on the board.

POSSESSIVE: John's book is on the desk.

POSSESSIVE
PRONOUN: His book is on the desk.

POSSESSIVE
NOUN PHRASE: The book belongs to me; it is mine.

Take the SI-SI card "TO BE".
Point to the first picture and then a book.
Say "MY BOOK". Have the class repeat.
Point to the second picture and a book.
Say "YOUR BOOK". Have class repeat.
Point to the third picture and a book.
Say "HIS BOOK". Have class repeat.

Point to the fourth picture and a book.
Say "HER BOOK". Have class repeat.
Point to the fifth picture and a book.
Say "THEIR BOOK". Have class repeat.
Point to the first and second picture
together and then a book. Say "OUR BOOK".
Have class repeat.
Point to the book's cover. Say "ITS COVER".
Have class repeat.

Ask each student to respond to the entire card.

Write on the board:

| | |
|---------------------|---------------|
| POSSESSIVE PRONOUNS | |
| <u>Singular</u> | <u>Plural</u> |
| my | our |
| -----your----- | |
| his | their |
| her | |
| its | |

Point to each word and say it. Have class repeat.

*Do DRILL AND PRACTICE for POSSESSIVE PRONOUNS.
(See below)

Take the SI-SI card "TO BE".
Point to a book and then to the first picture.
Say "IT'S MINE." Have class repeat.
Point to a book and then to the second picture.
Say "IT'S YOURS". Have class repeat.
Point to a book and then to the third picture.
Say "IT'S HIS". Have class repeat.
Point to book and fourth picture. Say "IT'S
HERS". Have class repeat.
Point to book and fifth picture. Say "IT'S
THEIRS". Have class repeat.
Point to book and first and second pictures
together. Say "IT'S OURS". Have class
repeat.

Ask each student to respond to the entire card.

Each student will have an opportunity
to say the POSSESSIVE PRONOUNS after
the instructor has modeled them.

These PRONOUNS are used before
NOUNS to indicate a special relationship
like belong together or ownership.

*Exercises for the POSSESSIVE PRONOUNS
should be done before the POSSESSIVE
NOUN PHRASE PRONOUNS are taught.

Using the See It-Say It card, the instructor
will say the POSSESSIVE NOUN PHRASE PRONOUNS.
They are: mine, yours, his, hers, theirs,
ours, its.

Each student will have an opportunity to
say the POSSESSIVE NOUN PHRASE PRONOUNS
after the instructor has modeled them.

Write on the board:

POSSESSIVE NOUN PHRASE PRONOUNS

| <u>Singular</u> | <u>Plural</u> |
|-----------------|---------------|
| mine | ours |
| his | theirs |
| her | |

Point to each word and say it. Have class repeat.

Do DRILL AND PRACTICE for POSSESSIVE NOUN PHRASE PRONOUNS. (see below)

Give a copy of DLP to each student.

Have them open to page 79.

Open your book to page 79.

Tell students that the POSSESSIVE PRONOUNS in this step are singular.

Read the first sentence of 10A aloud.

Reread the first sentence with the correct answer.

"Can she iron her own clothes?"

Go around the room and have each student read a sentence and put in the correct answers.

Do 10A, 10B and 10C in this manner.

Assign prescriptions as necessary. (see VI)

Turn to page 89.

Tell students that the POSSESSIVE PRONOUNS are plural.

Read the first sentence of 11A aloud.

"We lost BLANK final game of the season."

Reread the sentence with the correct answer.

"We lost our final game of the season."

Go around the room and have each student read a sentence and put in the correct answer.

DRILL AND PRACTICE: With the instructor the class will do Steps 10 and 11 in Dyad Learning Program: Pronouns and Determiners (DLP, pgs. 79 - 83, 89 - 93).

The students should open their books from the "student's book" side to page 79. This is important because if the books are opened from the other side, the students will have the answers.

The instructor should open his book from the "tutor's book" side to page 79. The answers will be in the right-hand margin.

Singular POSSESSIVE PRONOUNS stand for only one person or thing. They are: MY, YOUR, HIS, HER, ITS.

Plural POSSESSIVE PRONOUNS stand for more than one person or thing. They are: OUR, YOUR, THEIR.

Do 11A, 11B and 11C in this manner.

Assign prescriptions as necessary. (see VI)

*Teach POSSESSIVE NOUN PHRASE PRONOUNS. (see above)

Turn to page 97. (DLP)

Tell the class that POSSESSIVE NOUN PHRASE PRONOUNS are used in this exercise.

Read the first sentence in 12A aloud. "You can have all those you want, but don't take these. They're BLANK."

Reread the sentences with the correct answer. "You can have all those you want, but don't take these. They're mine."

Go around the room and have each student read a sentence and put in the correct answer.

Do 12A, 12B and 12C in this manner.

Assign prescriptions as necessary. (see VI)

Call the students to your desk one by one.

Open your book to 13F, page 113.

Give the student a copy of 13F without answers.

Tell the student that the POSSESSIVE PRONOUNS in this exercise are mixed. Tell him the answer will be: MY, MINE, YOUR, YOURS, HIS, HER, HERS, THEIR, THEIRS, OUR, OURS, or ITS.

Ask the student to read the items in 13F and supply the answers.

Test all students in this way.

After the exercises for POSSESSIVE PRONOUNS. POSSESSIVE NOUNS PHRASE PRONOUNS should be taught.

With the instructor the class will do Step 12 in Dyad Learning Program: Pronouns and Determiners, pgs. 97 - 101.

EVALUATION: The instructor must decide whether to go on to new material, to assign individual practice or to evaluate students individually. Evaluation takes place at the end of each drill and practice.

Each student must be evaluated individually to see if he has mastered the POSSESSIVE PRONOUNS presented in this lesson.

If the student gets 12 of the 15 correct, then he has successfully completed this unit of this study module. If the student gets less than 12 right, he should be assigned individual practice.

All students should be tested when the instructor feels they are prepared to be evaluated.

VI. PRESCRIPTIONS FOR INDIVIDUAL PRACTICE

| TOPIC | LESSON | PAGES | INSTRUCTIONS | GROUPING |
|---------------------------|---------|-----------|---|----------|
| POSSESSIVE SINGULAR | Step 10 | 79 - 87 | Each student will have a copy of DLP: <u>Pronouns & Determiners</u> . One student will open his book from the tutor's side, and the other from the student's side. | Pairs |
| POSSESSIVE PLURAL | Step 11 | 89 - 97 | The student will read the first sentence to the tutor and will fill in the correct word. If the student gives the correct response the tutor says "YES". If the student gives an incorrect response, the tutor says "TRY AGAIN". When the student completes all 15 items in one exercise, he/she will trade books and the tutor becomes the student and the student becomes the tutor. The new student will answer 15 items, and the new tutor will indicate whether the answers are correct or not. Then they will switch books again, and continue changing roles until they have completed their assignment. | Pairs |
| POSSESSIVE NOUN PHRASE | Step 12 | 97 - 105 | | Pairs |
| POSSESSIVE MIXED | Step 13 | 107 - 111 | | Pairs |

VII. FOLLOW-UP ACTIVITIES

See Activities Listed Under "Follow-Up Activities"

Lesson 4

I. TOPIC: GRAMMATICAL STRUCTURES - SUBJECT & OBJECT PRONOUNS MIXED

II. OBJECTIVE: The student will read aloud a number of items filling in the blank(s) with the correct SUBJECT or OBJECT PRONOUN, i.e. I, ME, YOU, HE, HIM, SHE, HER, THEY, THEM, WE, US, IT, with an accuracy of at least 80 percent.

III. TIME: 1 hour

- IV. MATERIALS:
1. Dyad Learning Program: Pronoun and Determiners.
Step 7, pgs. 55 - 63. One book per student. (DLP)
 2. See It-Say It "TO BE" card. (SI-SI)
 3. Chalkboard & chalk.

V. DIRECTIONS TO THE INSTRUCTOR

READINESS: The purpose of this lesson is to review the SUBJECT and OBJECT PRONOUNS in English and to work with exercises using them together in sentences.

DEFINITIONS:
(see unit on SUBJECT PRONOUNS and unit on OBJECT PRONOUNS).

EXAMPLES:
(see unit on SUBJECT PRONOUNS and unit on OBJECT PRONOUNS).

INSTRUCTION: Using the See It-Say It card, the instructor will review the SUBJECT PRONOUNS. They are: I, you, he, she, they, we, it.

Each student will have an opportunity to say the SUBJECT PRONOUNS after the instructor has modeled them.

(See unit on SUBJECT PRONOUNS for format.)

Using the See It-Say It card, the instructor will review the OBJECT PRONOUNS. They are: me, you, him, her, them, us, it.

Each student will have an opportunity to say the OBJECT PRONOUNS after the instructor has modeled them.

(see unit on OBJECT PRONOUNS for format.)

INSTRUCTOR'S ACTIVITIES

Explain the purpose of the lesson.

Review the definitions of PRONOUN.

Review the definition of SUBJECT.

Give examples of SUBJECT and SUBJECT PRONOUN.

Review the definition of OBJECT.

Give examples of OBJECT and OBJECT PRONOUN.

Take SI-SI card "TO BE".

Point to the pictures one by one. Say the SUBJECT PRONOUNS. Have class repeat after each one.

Ask each student to respond to the entire card.

Ask for a volunteer to write the SUBJECT PRONOUNS on the board.

Have class read SUBJECT PRONOUNS from board.

Take SI-SI card "TO BE".

Point to the pictures one by one. Say the OBJECT PRONOUNS. Have class repeat after each one.

Ask each student to respond to the entire card.

Ask for a volunteer to write the OBJECT PRONOUNS on the board.

Have class read OBJECT PRONOUNS from board.

DRILL AND PRACTICE: With the instructor the class will do Step 7 (A,B,C,D) in Dyad Learning Program: Pronouns and Determiners (DLP), pgs. 55 - 59.

The students should open their books from the "student's book" side to page 55. This is important because if the books are opened from the other side, the students will have the answers.

The instructor should open his book from the "tutor's book" side to page 55. The answers to the exercise will be in the right-hand margin.

Give a copy of DLP to each student.
Have them open to page 55.
Open your book to page 55.

Tell students that the PRONOUNS in this Step are mixed, either SUBJECT or OBJECT.

Read the first sentence of 7A aloud.
"Few of the children said BLANK were tired."
Reread the sentence with the correct answer.
"Few of the children said they were tired."

Go around the room and have each student read a sentence and put in the correct answer(s).

Do 7A, 7B, 7C and 7D in this manner.

Assign prescriptions as necessary. (see VI)

EVALUATION: The instructor must decide

whether to go on to new material, to assign individual practice or to evaluate students individually.

Each student must be evaluated individually to see if he has mastered the SUBJECT and OBJECT PRONOUNS reviewed in this lesson.

If the student gets 12 of the 15 correct, then he has successfully completed this unit of this study module. If the student gets less than 12 right, he should be assigned individual practice.

All students should be tested when the instructor feels they are prepared to be evaluated.

Call the students to your desk one by one.

Open your book to 7F, page 61.

Give the student a copy of 7F without answers.

Ask the student to read the items in 7F and supply answers.

Test all students in this way.

VI. PRESCRIPTIONS FOR INDIVIDUAL PRACTICE

| TOPIC | LESSON | PAGES | INSTRUCTIONS | GROUPING |
|------------------|--------|---------|--|----------|
| SUBJECT & OBJECT | Step 7 | 55 - 63 | <p>Each student will have a copy of DLP: Pronouns & Determiners. One student will open his book from the tutor's side, and the other from the student's side.</p> <p>The student will read the first sentence to the tutor and will fill in the correct word. If the student gives the correct response the tutor says "YES". If the student gives an incorrect response, the tutor says "TRY AGAIN". When the student completes all 15 items in one exercise, he/she will trade books and the tutor becomes the student and the student becomes the tutor. The new student will answer 15 items, and the new tutor will indicate whether the answers are correct or not. Then they will switch books again, and continue changing roles until they have completed their assignment.</p> | Pairs |

VII. FOLLOW-UP ACTIVITIES

See Activities Listed Under "Follow-Up Activities"

Lesson 5

I. TOPIC: GRAMMATICAL STRUCTURES - VERB "TO HAVE"

II. OBJECTIVE: The student will read aloud a number of items filling in the blank(s) with the correct form of the verb "TO HAVE" in the PRESENT or PAST TENSE, i.e. HAS, HAVE, HAD, with an accuracy of at least 80 percent.

III. TIME: 1 hour.

IV. MATERIALS:

1. Dyad Learning Program: Verb Choices and Verb Forms.
Step 8, pgs. 215 - 225. One book per student.
2. See It-Say It "TO HAVE" card, signal cards.
3. Chalkboard & chalk.

V. DIRECTIONS TO THE INSTRUCTOR

READINESS: The purpose of this lesson is to present the verb "TO HAVE" in the present and past tenses and to work with exercises using these forms.

The verb "TO HAVE" is very important in English because it is used frequently. It is used by itself in constructions to show ownership or a condition. It is also used with other verbs and means "MUST."

The verb "TO HAVE" is important, too, because it is used to form other tenses, e.g. present perfect, past perfect.

INSTRUCTION: This will be conducted in two stages. First, the present tense "TO HAVE" will be taught and practiced. Then the past tense will be taught.

Using the See It-Say It "TO HAVE" card and signal cards, the instructor will say the present tense forms of "TO HAVE" with the different subject pronouns and direct objects, e.g. I HAVE A CAR.

Each student should have an opportunity to say the present tense forms to "TO HAVE" with the different subject pronouns and objects after the instructor has modeled them.

Using the See It-Say It "TO HAVE" card and signal cards, the instructor will say the past tense form of "TO HAVE" with the different subject pronouns and objects, e.g. YOU HAD A BOOK.

INSTRUCTOR' ACTIVITIES

Explain the purpose of the lesson.

Write the following on the board:

OWNERSHIP = John has a car.

CONDITION = Liza has a bad cold.

The uniform had a hole in it.

"MUST" = We have to leave at 9:00 sharp.

Discuss examples.

Place signal cards PERIOD and SIMPLE PRESENT on the chalk tray.

Take SI-SI card "TO HAVE." Point to the different subject pronoun pictures on the left and the objects on the right. Make present tense sentences. Have class repeat.

Ask each student to respond to the entire card.

Write on the board:

| VERB "TO HAVE" - PRESENT TENSE | |
|--------------------------------|---------------|
| <u>Singular</u> | <u>Plural</u> |
| I have | we have |
| -----you have----- | |

he has
she has
it has

Point to each expression and say it. Have class repeat.

Place signal card SIMPLE PAST on the chalk tray.

Take SI-SI card "TO HAVE." Point to the different subject pronoun pictures and objects. Make past tense sentences. Have class repeat.

Each student will have an opportunity to say the past tense forms of "TO HAVE" after the instructor has modeled them.

Ask each student to respond to entire card.

Write on the board:

| VERB "TO HAVE" - PAST TENSE | |
|-----------------------------|----------|
| Singular | Plural |
| I had | we had |
| -----you had----- | |
| he had | they had |
| she had | |
| it had | |

Point to each expression and say it. Have class repeat.

DRILL AND PRACTICE: With the instructor the class will do exercises from Step 8 in Dyad Learning Program: Verb Choice and Verb Forms, starting on page 215.

The students should open their books from the "student's book" side to page 215.

The instructor should open his book from the "tutor's book" side to page 215. The answer to the exercise will be in the right-hand margin.

Give a copy of DLP: Verb Choices and Verb Forms to each student. Have them open to page 215. Open your book to page 215.

Tell the class that the answer will be HAS, HAVE, or HAD.

Read the first sentence in 8A aloud: "He BLAV several opportunities to perform while he was there."

Reread: "He had several opportunities to perform. . ."

Go around the room and have each student read a sentence and put in the correct answer.

Do 8A, 8B and 8C in this manner.

Assign prescriptions as necessary. (See VI)

Call the students to your desk one by one.

Open your book to 8F, page 223.

Give the student a copy of 8F without answers.

Ask the student to read the items in 8F and supply answers.

Test all students in this way.

EVALUATION: The instructor must decide whether to go on to new material, to assign individual practice or to evaluate students individually.

Each student must be evaluated individually to see if he has mastered the PRESENT & PAST TENSES of "TO HAVE."

If the student gets 12 of the 15 correct, then he has successfully completed this unit. If not, individual practice should be assigned.

VI. PRESCRIPTIONS FOR INDIVIDUAL PRACTICE

| TOPIC | LESSON | PAGES | INSTRUCTIONS | GROUPING |
|-------------------------------------|--------|-----------|--|----------|
| PRESENT & PAST TENSE - "TO HAVE" | Step 8 | 215 - 221 | <p>Each student will have a copy of DLP: Pronouns & Determiners. One student will open his book from the tutor's side, and the other from the student's side.</p> <p>The student will read the first sentence to the tutor and will fill in the correct word. If the student gives the correct response the tutor says "YES". If the student gives an incorrect response, the tutor says "TRY AGAIN". When the student completes all 15 items in one exercise, he/she will trade books and the tutor becomes the student and the student becomes the tutor. The new student will answer 15 items, and the new tutor will indicate whether the answers are correct or not. Then they will switch books again, and continue changing roles until they have completed their assignment.</p> | Pairs |

VII. FOLLOW-UP ACTIVITIES

See Activities Listed Under "Follow-Up Activities"

Lesson 6

GRAMMATICAL STRUCTURES - VERB "TO BE"

I. TOPIC:

II. OBJECTIVE:

The student will read aloud a number of items filling in the blank(s) with the correct form of the verb "TO BE" in the present or past tense, i.e. AM, ARE, IS, WAS, WERE, with an accuracy of at least 80 percent.

III. TIME: 2 hours.

IV. MATERIALS:

1. Dyad Learning Program: Verb Choices and Verb Forms, Steps 1 - 3, pgs. 145 - 175. One book per student.
2. See It-Say It "TO BE" card.
3. Chalkboard & chalk.

V. DIRECTIONS TO THE INSTRUCTOR

READINESS: The purpose of this lesson is to present the verb "TO BE" in the present and past tenses and to work with exercises using these forms.

The verb "TO BE" is very important because it is used so frequently in English. It is used by itself in constructions to show: location, attributes, age, occupation, nationality, physical state, emotional state, etc. Some languages use other verbs to show these relationships. Others use no verb at all. Therefore, students may have problems with "TO BE."

The verb "TO BE" is also important because it is used in constructions with other verbs, e.g. progressive tenses and the passive voice.

INSTRUCTION: This lesson is taught in two stages. First, the present tense of "TO BE" will be presented and practiced. Then the past tense will be taught.

Use the See It-Say It card, and say the present tense forms of "TO BE" with the different subject pronouns.

Each student will have an opportunity to say the present tense forms of "TO BE" with the different subject pronouns after the instructor has modeled them.

INSTRUCTOR'S ACTIVITIES

Explain the purpose of the lesson.

Write the following on the board:

LOCATION = The desk is in the corner.
 ATTRIBUTE = The uniform is white.
 AGE = They are both 24.
 OCCUPATION = She is a nurse.
 NATIONALITY = We are Americans.
 PHYSICAL STATE = He is tired.
 EMOTIONAL STATE = The child is afraid.

Discuss examples.

Take SI-SI card "TO BE"

Point to the first picture. Say "I AM."
Have class repeat.
Point to the second picture. Say "YOU ARE."
Have class repeat.
Point to the third picture. Say "HE IS."
Have class repeat.
Point to the fourth picture. Say "SHE IS."
Have class repeat.
Point to the fifth picture. Say "THEY ARE."
Have class repeat.
Point to first & second pictures together.
Say "WE ARE." Have class repeat.
Point to an object in the room. Say "IT IS."
Have class repeat.

Ask each student to respond to the entire card.

Write on the board:

VERB "TO BE" - PRESENT TENSE

| Singular | Plural |
|----------|--------|
| I am | we are |
| ----- | ----- |
| you are | ----- |

he is

she is

it is

they are

*Exercises for the PRESENT TENSE should be done before the PAST TENSE is presented.

Point to each expression and say it.
Have class repeat.

*Do DRILL AND PRACTICE for PRESENT TENSE.
(See below)

Use the See It-Say It card and say the past tense forms of "TO BE" with the different subject pronouns.

Take SI-SI card "TO BE."

Point to the first picture. Say "I WAS."

Have class repeat.

Point to the second picture. Say "YOU WERE."

Have class repeat.

Point to the third picture. Say "HE WAS."

Have class repeat.

Point to the fourth picture. Say "SHE WAS."

Have class repeat.

Point to the fifth picture. Say "THEY WERE."

Have class repeat.

Point to first & second pictures together.

Say "WE WERE." Have class repeat.

Point to an object in the room. Say "IT WAS."

Have class repeat.

Ask each student to respond to the entire card.

Write on the board:

VERB "TO BE" - PAST TENSE

| Singular | Plural |
|----------|---------|
| I was | we were |
| ----- | ----- |
| you were | ----- |

he was

she was

it was

they were

Point to each expression and say it.
Have class repeat.

Do DRILL and practice for Past Tense.

DRILL AND PRACTICE: With the instructor the class will do exercises from Steps 1 - 3 in Dyad Learning Program: Verb Choices and Verb Forms, starting on page 145.

The students should open their books from the "student's book" side to page 145. This is important because if the books are opened from the other side, the students will have the answers.

The instructor should open his book from the "tutor's book" side to page 145. The answers to the exercise will be in the right-hand margin.

Step 3, p. 163, has PRESENT & PAST TENSES mixed. If time permits several exercises should be done.

EVALUATION: The instructor must decide whether to go on to new material, to assign individual practice or to evaluate students individually. Evaluation takes place at the end of each drill and practice.

Each student must be evaluated individually to see if he has mastered the PRESENT & PAST TENSES of "TU BE."

If the students gets 12 of the 15 correct, then he has successfully completed this unit. If not, div: 1 p ice nulo as: ed.

11-0-1
Give a copy of DLP: Verb Choices and Verb Forms to each student. Have them open to page 145. Open your book to page 145.

Read the first sentence of 1A aloud:

"I BLANK a student at the present time."

Reread the sentence with the answer:

"I am a student at the present time."

Go around the room and have each student read a sentence and put in the correct answer.

Do 1A, 1B, 1C and 1D.

Assign prescriptions as necessary. (See VI)

*Teach PAST TENSE. (See above)

Turn to page 155.

Read the first sentence of 2A aloud:

"It BLANK a beautiful day when we left."

Reread the sentence with the correct answer:

"It was a beautiful day when we left."

Go around the room and have students answer.

Do 2A, 2B, 2C and 2D.

Assign prescriptions as necessary. (See VI)

Do 3A, 3B and 3C.

Call the students to your desk one by one.

Open your book to 3H, page 173.

Give the student a copy of 3H without answers.

Tell him that the answer will be: AM, ARE, IS WAS or WERE.

Ask the student to read the items in 3H and supply answers.

ast st its hit y.

VI. PRESCRIPTIONS FOR INDIVIDUAL PRACTICE

| TOPIC | LESSON | PAGES | INSTRUCTIONS | GROUPING |
|--------------------------|--------|-----------|--|----------|
| PRESENT TENSE "TO BE" | Step 1 | 145 - 155 | Each student will have a copy of DLP: Pronouns & Determiners. One student will open his book from the tutor's side, and the other from the student's side. | Pairs |
| PAST TENSE "TO BE" | Step 2 | 155 - 163 | The student will read the first sentence to the tutor and will fill in the correct word. If the student gives the correct response the tutor says "YES". If the student gives an incorrect response, the tutor says "TRY AGAIN". When the student completes all 15 items in one exercise, he/she will trade books and the tutor becomes the student and the student becomes the tutor. The new student will indicate items, and the new tutor will indicate whether the answers are correct or not. Then they will switch books again, and continue changing roles until they have completed their assignment. | Pairs |
| PRESENT & PAST | Step 3 | 163 - 171 | | Pairs |

VII. FOLLOW-UP ACTIVITIES

See Activities Listed Under "Follow-up Activities"

Lesson 7

I. TOPIC: GRAMMATICAL STRUCTURES - SIMPLE PRESENT TENSE

II. OBJECTIVE: Given a model sentence and visual cues, the student will say in English a number of sentences in the SIMPLE PRESENT TENSE in the affirmative and the negative, using both the declarative and interrogative modes, with an accuracy of at least 80 percent.

III. TIME: 2 hours

- IV. MATERIALS:
1. See It-Say It (SI-SI) verb packet with signal cards.
 2. See It-Write It (SI-WI) - copies of pages must be prepared from the worksheets.
 READ (EVERYDAY) - copy for each recruit.
 DRIVE (EVERYDAY) - copy for each recruit.
 EAT (EVERYDAY) - 1 copy for evaluation.
 3. Chalkboard & chalk.

V. DIRECTIONS TO THE INSTRUCTOR

READINESS: The purpose of this lesson is to teach the SIMPLE PRESENT TENSE and to work with exercises using it.

DEFINITION: The SIMPLE PRESENT TENSE is used in English to talk about things that happen regularly, that are habits, or that are general truths.

The instructor should be familiar with the SI-SI SIGNAL SYSTEM cards which have explanations on the back of the title card.

INSTRUCTION: Using the SI-SI verb packet, the instructor will make sentences in the SIMPLE PRESENT TENSE. There will be declarative sentences, interrogatives and negatives.

Write the definition on the board.

Explain the purpose of the lesson.

Show the SI-SI SIGNAL CARDS and explain the signal system.

Place the PERIOD and SIMPLE PRESENT card on the chalk tray.

Take the SI-SI card READ. Point to the first picture, the photo and then the first picture on the right. Say "I READ A MAGAZINE EVERYDAY."

Do the same for all pictures using the correct forms.

Repeat the process and have the class repeat after each sentence.

Write on the board:

SIMPLE PRESENT TENSE

SUBJECT + VERB (+ s or es)*

I

you

they

we

read (teach)*

he

she

it

reads (teaches)*

Point to each sentence and say it. Have class repeat.

There are 2 essential forms to this tense. The verb for HE, SHE and IT needs a suffix of s or es.*

Negative forms:

| | |
|-----------------|------------------|
| I don't read | he doesn't read |
| you don't read | she doesn't read |
| they don't read | it doesn't read |
| we don't read | |

The words DON'T and DOESN'T may present problems to some students because many languages use only the word NO. Some students might want to say I NO READ, HE NO READ, etc.

Interrogative (question) forms:

1. GENERAL = What do I/you/they/we do?
What does he/she/it do?
2. YES/NO = Do I/you/they/we read?
Does he/she/it read?
3. CONTENT = What do I/you/they/we read?
What does he/she/it read?
Who reads?

DRILL AND PRACTICE: Using SI-SI cards as visual cues, the students will make sentences in the SIMPLE PRESENT TENSE.

Suggested cards are DRINK, DRIVE, EAT, GET, HAVE, KNOW, MAKE, PAY, SIT, SLEEP, SWIM, TAKE and THINK.

Appropriate SIGNAL CARDS should be used during these exercises.

Using copies of pages from the SI-WI book, the students will make sentences in the SIMPLE PRESENT TENSE.

The instructor should be familiar with the SI-WI format and instructions in the book. Although the exercises are designed for writing practice, they are used in this exercise for speaking practice.

Place the NEGATIVE signal card on the chalk tray.

Take the READ card, point to the pictures and say the negative forms.

Repeat the process and have class repeat after each sentence.

Write the negative forms on the board. Point to each sentence and say it. Have class repeat.

Place the QUESTION signal card on the chalk tray.

Take the READ card, point to the pictures and ask questions about them. Have class answer.

Write the question forms on the board.

Explain and discuss question forms.

Give each student a different SI-SI card.

Have each student respond to the entire card aloud making declarative sentences.

Have each student respond to the entire card aloud making negative statements.

Have each student make several questions about his card. Have other students answer.

Give each student a copy of SI-WI titled READ (EVERYDAY). Explain signal system.

Read the first sentence. I READ A MAGAZINE.

Go around the room and have the students make sentences from the visual cues.

Do the same for SI-WI page DRIVE (EVERYDAY).

Assign prescriptions as necessary.

EVALUATION: The instructor must decide whether to go on to new material, to assign individual practice or to evaluate students individually.

Each student must be evaluated to see if the SIMPLE PRESENT TENSE has been mastered.

If the student gets 12 of the 15 correct, he has successfully completed this unit. If he gets less than 12 right, individual practice should be assigned.

All students should be tested when the instructor feels they are prepared to be evaluated.

ANSWERS: EAT (EVERYDAY)

1. I eat a sandwich
2. You eat ice cream.
3. She eats a sandwich.
4. Do you eat ice cream?
5. Yes, I eat ice cream?
6. Do they eat bananas (a banana)?
7. Yes, they eat bananas (a banana)?
8. Does he eat bananas?
9. No, he doesn't eat bananas?
10. Do you eat a sandwich?
11. No, I don't eat a sandwich.
12. Yes, he eats a banana.
13. Yes, she eats a sandwich.
14. They don't eat ice cream.
15. She doesn't eat ice cream.

Call students to your desk one by one.

Give him a copy of SL-WI page EAT (EVERYDAY).

Ask him to make sentences from the visual cues.

Allow 2 tries per sentence.

Test all students in this manner.

VI. PRESCRIPTIONS FOR INDIVIDUAL PRACTICE

| TOPIC | MATERIALS | INSTRUCTIONS | GROUPING |
|-------------------------|-----------------------------------|--|--------------|
| SIMPLE PRESENT TENSE | <u>SI-SI</u> cards | The students will practice making sentences using the SIMPLE PRESENT TENSE from the <u>SI-SI</u> cards. Each student will have a card and respond to the entire card aloud making sentences from the pictures. | small groups |
| SIMPLE PRESENT TENSE | <u>SI-WI</u> EVERYDAY pages | The students will practice making sentences using EVERYDAY pages from <u>SI-WI</u> . Each student will have a copy of an EVERYDAY page. The students will take turns making sentences in the SIMPLE PRESENT TENSE from the visual cues. | small groups |

VII. FOLLOW-UP ACTIVITY

See Activities Listed Under "Follow-Up Activities"

Lesson 8

I. TOPIC: GRAMMATICAL STRUCTURES - PRESENT PROGRESSIVE TENSE

II. OBJECTIVE: Given a model sentence and visual cues, the student will say in English a number of sentences in the PRESENT PROGRESSIVE TENSE in the affirmative and the negative, using both declarative and interrogative modes, with an accuracy of at least 80 percent.

III. TIME: 2 hours.

- IV. MATERIALS:
1. See It-Say It (SI-SI) verb packet with signal cards.
 2. See It-Write It (SI-WI) - copies of pages must be prepared from the worksheets.
 page READ (NOW) - copy for each student.
 page DRIVE (NOW) - copy for each student.
 page DRINK (NOW) - 1 copy for evaluation.
 3. Chalkboard & chalk.

V. DIRECTIONS TO THE INSTRUCTOR

READINESS: The purpose of this lesson is to teach the PRESENT PROGRESSIVE TENSE and to work with exercises using it.

DEFINITION: The PRESENT PROGRESSIVE TENSE is used in English to talk about something that is taking place at the same time the speaker is talking.

The instructor should be familiar with the SI-SI verb packet and SIGNAL SYSTEM cards.

INSTRUCTION: Using the See It-Say It verb packet, the instructor will make sentences in the PRESENT PROGRESSIVE TENSE. There will be declarative sentences, interrogatives and negatives.

INSTRUCTOR'S ACTIVITIES

Write the definition on the board.

Explain the purpose of the lesson.

Show the SI-SI SIGNAL CARDS and explain the system.

Place the PERIOD and ARROW pointing down on the chalk tray.

Take the SI-SI card for READ.

Point to the first picture on the left, the photo and then the first picture on the right.

Say "I AM READING A MAGAZINE."

Do the same for all pictures using the correct form.

Repeat the process and have the class repeat after each sentence.

Write on the board:

There are 4 essential forms of this tense. They must all be present. However, at times there are contractions, e.g. I'm reading, he's working, etc.

PRESENT PROGRESSIVE TENSE

| SUBJECT | + | "TO BE" | + | VERB | + | -ING |
|---------|---|---------|---|------|---|------|
| I | | am | | | | |
| you |) | | | | | |
| they |) | are | | | | |
| we |) | | | | | |
| he |) | | | read | | ing |
| she |) | is | | | | |
| it |) | | | | | |

Point to each sentence and say it. Have class repeat.

Negative forms:

I am not reading (I'm not)
you/they/we are not reading (you're not)
he/she/it is not reading. (he's not)

Question (interrogative) forms:

1. GENERAL = What am I doing?
What are you/they/we doing?
What is he/she/it doing?
2. YES/NO = Is she reading a magazine?
Are you/we/they reading? etc.
3. CONTENT = What are you/they/we reading?
Who is reading a magazine?

Place the NEGATIVE signal card on the chalk tray.

Take the SI-SI card for READ, point to the pictures and say the negative forms.

Repeat the process and have class repeat after each sentence.

Write the negative forms on the board. Point to each sentence and say it. Have class repeat.

Place the QUESTION signal card on the chalk tray.

Take the READ card, point to the pictures and ask questions about them. Have class answer.

Write the question forms on the board.

Explain and discuss question forms.

Give each student a different SI-SI card.

Have each student respond to the entire card aloud making negative statements.

Have each student respond to the entire card aloud making negative statements.

Have each student make several questions about his card. Have other students answer.

Give each student a copy of SI-WI page READ (NOW). Explain signal system.

Read the first sentence: I'M READING A MAGAZINE.

Go around the room and have the students make sentences from the visual cues.

Do the same for SI-WI page DRIVE (NOW).

Assign prescriptions as necessary.

DRILL AND PRACTICE: Using SI-SI cards as visual cues, the students will make sentences in the PRESENT PROGRESSIVE TENSE.

It is suggested that the following cards not be used: FIND, HAVE, HEAR, and KNOW.

Appropriate SIGNAL CARDS should be used during these exercises.

Using copies of pages from the SI-WI book, the students will make sentences in the PRESENT PROGRESSIVE TENSE.

The instructor should be familiar with the SI-WI format and instructions in the book. Although the exercises are designed for writing practice, they are used in this exercise for speaking practice.

EVALUATION: The instructor must decide whether to go on to new material, to assign individual practice or to evaluate students individually.

Each student must be evaluated to see if the PRESENT PROGRESSIVE TENSE has been mastered.

If the student gets 12 of the 15 correct, he has successfully completed this unit. If he gets less than 12 right, individual practice should be assigned.

All students should be tested when the instructor feels they are prepared to be evaluated.

ANSWERS: DRINK (NOW)

1. I'm drinking soda.
2. You are drinking coffee.
3. She is drinking soda.
4. Are you drinking coffee?
5. Yes, I'm drinking coffee.
6. Are they drinking lemonade?
7. Yes, they are drinking lemonade.
8. Is he drinking lemonade?
9. No, he's not drinking lemonade.
(he isn't)
10. Are you drinking soda?
11. No, I'm not drinking soda.
12. Yes, he's drinking lemonade.
13. Yes, she is drinking soda.
14. No, they are not drinking coffee.
15. No, she isn't drinking coffee.

Call students to your desk one by one.

Give him a copy of SI-WI page DRINK (NOW).

Ask him to make sentences from the visual cues.

Allow 2 tries per sentence.

Test all students in this manner.

VI. PRESCRIPTIONS FOR INDIVIDUAL PRACTICE

| TOPIC | MATERIALS | INSTRUCTIONS | GROUPING |
|------------------------------|--------------------|--|--------------|
| PRESENT PROGRESSIVE TENSE | <u>SI-SI</u> cards | The students will practice making sentences using the PRESENT PROGRESSIVE TENSE from the <u>SI-SI</u> cards. Each student will have a card and respond to the entire card aloud making sentences from the pictures. | small groups |
| PRESENT PROGRESSIVE TENSE | <u>SI-WI</u> pages | The students will practice making sentences using NOW pages from <u>SI-WI</u> . Each student will have a copy of a NOW page. The students will take turns making sentences in the PRESENT PROGRESSIVE TENSE from the visual cues. | small groups |

VII. FOLLOW-UP ACTIVITY

See Activities Listed Under "Follow-Up Activities"

Lesson 9

I. TOPIC: GRAMMATICAL STRUCTURES - FUTURE TENSE "GOING TO"

II. OBJECTIVE: Given a model sentence and visual cues, the student will say in English a number of sentences in the FUTURE TENSE "GOING TO" form, in the affirmative and the negative, using both the declarative and interrogative modes, with an accuracy of at least 80 percent.

III. TIME:

- IV. MATERIALS:
1. See It-Say It (SI-SI) verb packet with signal cards.
 2. See It-Write It (SI-WI) - copies of pages must be prepared from the worksheets.
 READ (TOMORROW) - copy for each student.
 GET (TOMORROW) - copy for each student.
 SWIM (TOMORROW) - 1 copy for evaluation.
 OTHER (TOMORROW) pages as needed for prescriptions.
 3. Chalkboard & chalk.

V. DIRECTIONS TO THE INSTRUCTOR

READINESS: The purpose of this lesson is to teach the FUTURE TENSE "GOING TO" forms and to work with exercises using them.

DEFINITION: The FUTURE TENSE is used in English to talk about something that is going to take place in the near or distant future.

The form used to teach the FUTURE TENSE in this lesson will be "GOING TO." Another form is "WILL/SHALL." It will not be taught, as the "GOING TO" form is more commonly spoken in English.

INSTRUCTION: Using the SI-SI verb packet, the instructor will make sentences in the FUTURE TENSE "GOING TO" forms. There will be declarative sentences, interrogatives and negatives.

INSTRUCTOR'S ACTIVITIES

Write the definition on the board.

Explain the purpose of the lesson.

Show the SI-SI SIGNAL CARDS and explain the signal system.

Place the PERIOD and FUTURE TENSE card on the chalk tray.

Take the SI-SI card for READ.

Point to the first picture on the left, the photo, and then the first picture on the right. Say: "I AM GOING TO READ A MAGAZINE."

Do the same for all pictures using the correct form.

Repeat the process and have the class repeat after each sentence.

Write on the board:

FUTURE TENSE - "GOING TO"

| SUBJECT | + | TO BE | + | GOING | + | TO | + | VERB |
|---------|---|-------|---|-------|---|----|---|------|
| I | | am | | | | | | |
| you | | | | | | | | |
| they | | are | | | | | | |
| we | | | | | | | | |
| | | | | going | | to | | read |
| he | | | | | | | | |
| she | | is | | | | | | |
| it | | | | | | | | |

Point to each sentence and say it. Have class repeat.

There are 5 essential forms to this tense. Some forms may be contracted, e.g. I'M GOING TO READ, HE'S GOING TO WORK.

It might be noted that in spoken English the two words GOING TO are often pronounced together as GONNA.

Negative forms:

I am not going to read.
 You are not going to read.
 He/she is not going to read.
 We are not going to read.
 They are not going to read.

Contractions: I'm not. . . You're not or
 you aren't. . . he's not or he isn't, etc.

Interrogative (question) forms:

1. GENERAL = What am I going to do?
 What are you/they/we going to do?
 What is he/she/it going to do?
2. YES/NO = Is she/he going to read?
 Are you/they/we going to read?
3. CONTENT = What are you doing to read?
 What is he going to buy?
 Who is going to eat?

DRILL AND PRACTICE: Using SI-SI cards as visual cues, the students will make sentences in the FUTURE TENSE with "GOING TO."

Appropriate SIGNAL CARDS should be used during these exercises.

Using copies of pages from the SI-WI book, the students will make sentences in the FUTURE TENSE with "GOING TO."

The instructor should be familiar with the SI-WI format and instructions.

Place the NEGATIVE signal card on the chalk tray.

Take the SI-SI card for READ, point to the pictures and say the negative forms.

Repeat the process and have class repeat after each sentence.

Write the negative forms on the board. Point to each sentence and say it. Have class repeat.

Place the QUESTION signal card on the chalk tray.

Take the READ card, point to the pictures and ask questions about them. Have class repeat.

Write the question forms on the board.

Explain and discuss question forms.

Give each student a different SI-SI card.

Have each student respond to the entire card aloud making declarative sentences.

Have each student respond to the entire card aloud making negative statements.

Have each student make several questions about his card. Have other students answer.

Give each student a copy of SI-WI page READ (TOMORROW). Explain signal system.

Read the first sentence: I'M GOING TO READ A MAGAZINE.

Go around the room and have the students make sentences from the visual cues.

Do the same for SI-WI page GET (TOMORROW).

Assign prescriptions as necessary.

EVALUATION: The instructor must decide whether to go on to new material, to assign individual practice or to evaluate students individually.

Each student must be evaluated to see if the FUTURE TENSE with "GOING TO" has been mastered.

If the student gets 12 of the 15 correct he has successfully completed this unit. If he gets less than 12 right, individual practice should be assigned.

All students should be tested when the instructor feels they are prepared to be evaluated.

ANSWERS: SWIM (TOMORROW)

1. I'm going to swim in the pond.
2. You are going to swim in the pool.
3. She is going to swim in the pond.
4. Are you going to swim in the pool?
5. Yes, I'm going to swim in the pool.
6. Are they going to swim in the river?
7. Yes, they are going to swim in the river.
8. Is he going to swim in the river?
9. No, he isn't going to swim in the river.
10. Are you going to swim in the pond.
11. No, I'm not going to swim in the pond.
12. Yes, he is going to swim in the river.
13. Yes, she is going to swim in the pond.
14. No, they aren't going to swim in the pool.
15. No, she isn't going to swim in the pool.

Call students to your desk one by one.

Give him a copy of SI-WI page SWIM (TOMORROW).

Tell the student that:

A = river

B = pond

C = pool

Ask him to make sentences form the visual cues.

Allow 2 tries per sentence.

Test all students in this manner.

VI. PRESCRIPTIONS FOR INDIVIDUAL PRACTICE

| TOPIC | MATERIALS | INSTRUCTIONS | GROUPING |
|----------------------------|-----------------------------|---|--------------|
| FUTURE TENSE "GOING TO" | SI-SI cards | The students will practice making sentences using the FUTURE TENSE from the <u>SI-SI</u> cards. Each student will have a card and respond to the entire card aloud making sentences from the pictures. | small groups |
| FUTURE TENSE "GOING TO" | <u>SI-WI</u> TOMORROW pages | The students will practice making sentences using TOMORROW pages from <u>SI-WI</u> . Each student will have a copy of a TOMORROW page. The students will take turns making sentences in the FUTURE TENSE from the visual cues. | small groups |

VII. FOLLOW-UP ACTIVITY

See Activities Listed Under "Follow-Up Activities"

Write the SIMPLE PAST TENSE forms for the IRREGULAR VERBS in the SI-SI packet on the board.

bite - bit bring - brought
blow - blew buy - bought
break - broke

Pronounce the forms and have class repeat.

Place the NEGATIVE signal card on the chalk tray.

Take the SI-SI card for EAT, point to the pictures and say the negative forms.

Repeat the process and have the class repeat after each sentence.

Write the negative forms on the board. Point to each sentence and say it. Have class repeat.

Place the QUESTION signal card on the chalk tray.

Take the EAT card, point to the pictures and ask question about them. Have class repeat.

Write the question forms on the board.

Explain and discuss question forms.

Give each student a different SI-SI card.

Have each student respond to the entire card aloud making declarative sentences.

Have each student respond to the entire card aloud making negative statements.

Have each student make several questions about his card. Have other students answer.

Give each student a copy of SI-WI page A11 (YESTERDAY). Explain signal system.

Read the first sentence. I ATE A BANANA.

The SIMPLE PAST TENSE forms are found on the back of the SI-SI cards opposite the question: WHAT DID HE DO YESTERDAY?

Negative Forms:

I/you/he/she/they/we/it did not eat.

Contraction: didn't

Note that the basic form of the verb EAT and not the SIMPLE PAST form ATE appears in negative statements.

The word DIDN'T may present problems to some students because many languages use only the word NO for negation. Some students may want to say: I NO ATE, etc.

Interrogative (Question) Forms:

1. GENERAL = What did I/you/he/she do?
2. YES/NO = Did you/he/she/they/we eat?
3. CONTENT = What did you eat?
Who ate?

DRILL AND PRACTICE: Using SI-SI cards as visual cues, the students will make sentences in the SIMPLE PAST TENSE.

Appropriate SIGNAL CARDS should be used during these exercises.

Using copies of pages from the SI-WI book, the students will make sentences in the SIMPLE PAST TENSE.

Go around the room and have the students make sentences from the visual cues.

Do the same for SI-WI page SAY (YESTERDAY).

Hold up the SI-SI cards one by one. Have the students say the SIMPLE PAST TENSE form.

Assign prescriptions as necessary.

Call students to your desk one by one.

Take 15 of the SI-SI cards.

Ask the student to give you the SIMPLE PAST one word form.

Give him a copy of SI-WI page HEAR (YESTERDAY).

Ask him to make sentences from the visual cues.

Allow 2 tries per sentence.

Test all students in this manner.

When shown the SLEEP card, students should say SLEPT, etc.

EVALUATION: The instructor must decide whether to go on to new material, to assign individual practice or to evaluate students individually.

Each student must be evaluated to see if the SIMPLE PAST TENSE for IRREGULAR VERBS has been mastered.

There are two parts to this evaluation. For both parts, if the student gets 12 of the 15 correct, he has successfully completed this unit. If he gets less than 12 right on either part, individual practice should be assigned.

All students should be tested when the instructor feels they are prepared to be evaluated.

ANSWERS: HEAR (YESTERDAY)

1. I heard the plane.
2. You heard a helicopter.
3. She heard a plane.
4. Did you hear a helicopter.
5. Yes, I heard a helicopter.
6. Did they hear the (alarm) clock?
7. Yes, they heard the (alarm) clock.
8. Did he hear the (alarm) clock?
9. No, he didn't hear the (alarm) clock.
10. Did you hear the plane?
11. No, I didn't hear the plane.
12. Yes, he heard the (alarm) clock.
13. Yes, she heard the plane.
14. No, they didn't hear the helicopter.
15. No, the didn't hear the helicopter.

11-10-5

| VI. PRESCRIPTIONS FOR INDIVIDUAL PRACTICE | | | GROUPING |
|---|----------------------------|---|--------------|
| TOPIC | MATERIALS | INSTRUCTIONS | |
| SIMPLE PAST TENSE -IRREGULAR VERBS | SI-SI cards | <p>The students will practice making sentences using the SIMPLE PAST TENSE from the <u>SI-SI</u> cards.</p> <p>Each student will have a card and respond to the entire card aloud making sentences from the pictures.</p> <p>Students will take turns holding up cards and asking one another for the SIMPLE PAST form.</p> | small groups |
| SIMPLE PAST TENSE -IRREGULAR VERBS | SI-WI pages (YESTERDAY) | <p>The students will practice making sentences using YESTERDAY pages from the <u>SI-WI</u>.</p> <p>Each student will have a copy of a YESTERDAY page. The students will take turns making sentences in the SIMPLE PAST TENSE from the visual cues.</p> | small groups |

VII. FOLLOW-UP ACTIVITY

See Activities Listed Under "Follow-Up Activities"

PRECEDING PAGE BLANK-NOT FILMED

VERBAL SKILLS CURRICULUM
LANGUAGE FLUENCY MODULE

Lesson 1

I. TOPIC:

LANGUAGE FLUENCY: PURPOSES AND TECHNIQUES FOR LISTENING

II. OBJECTIVES:

Given a listening format using a radio at low volume during oral discussion, the student will DISCUSS what was on the radio broadcast and will INDUCE, under instructor guidance, the characteristics and purposes of passive listening.

Given a listening format using a set of oral directions, the student will CREATE a drawing and will INDUCE, under instructor guidance, the characteristics and purposes of attentive listening.

Given a listening format using a selection read orally, the student will RETELL the sequence of events and will INDUCE, under instructor guidance, the characteristics and purposes of directed listening.

Given a listening format using a selection read orally, the student will IDENTIFY the author's purpose and will INDUCE, under instructor guidance, the characteristics and purposes of critical listening.

Given a listening format using the playing of a musical selection, the student will DISCUSS his/her favorite parts with the group and will INDUCE, under instructor guidance, the characteristics and purposes of appreciative listening.

III. TIME:

2 hours

IV. MATERIALS:

1. Chalkboard and related equipment
2. Paper and pencils
3. Radio (Note to Instructors: If instructors do not wish to use a radio for this lesson, they may substitute a tape recording of an interesting radio program.)
4. Cassette tape recorders
5. SRA Skills Series: Comprehension
 - a. Lesson Plan Card, Unit 1, "Following Directions"
6. SRA Mark II Reading Laboratory 2C
 - a. Skills Development Card #164 - "Sequence"
 - b. Skills Development Card #218 - "Author's Purpose"
 - c. Listening Skills Builder, Cassette #1 - "Introduction"
 - d. Listening Skills Builder Record Page: Spirit Master 6
 - e. Teacher's Handbook, pp. 61-64
7. SRA Listening Laboratory 2C

V. DIRECTIONS TO THE INSTRUCTOR

READ: Good listening habits are necessary if students are to understand lectures, take notes, improve their English, and pass tests. The student must learn to listen for different purposes. On the board are the names of five kinds of listening students will experience in this lesson.

Follow numbered sequence to teach.

INSTRUCTION:

1. Turn on radio at low volume.
2. Write on board: Kinds of listening
 - a. passive
 - b. attentive
 - c. directed
 - d. critical
 - e. appreciative

Read from board and discuss briefly.

3. Turn off radio.

4. Suggested Questions

Passive Listening:

What was on the radio?

- a. Ask for any specific details when relating contents of the radio program.
- b. Note that most will not be able to relate much information.

Discuss why some students could report what was on the radio while others could not. Discuss this type of listening.

5. Define Passive: "not active, not involved"

1. Times when a person "tunes-out" parts or all of what is heard.
2. Person is not actively involved.
3. Person does not have a purpose for listening.
4. This is called passive listening.
 - When is passive listening acceptable?
 - When is passive listening not appropriate?
 - When could passive listening get you into trouble?

Attentive Listening:

6. Copy onto chalkboard: "Board Preparation from Teaching Oral Directions, Follow-up Activity, SRA Lesson Plan Card, Unit 1.
Pass out paper and pencils.
7. Read "Directions" for activity from SRA Lesson Plan Card, Unit 1.
9. Define attentive: "Paying careful and close attention."
8. Discuss this type of listening:
Suggested Questions.
 - a. How did you listen to the directions?
 - b. Why did you need to listen carefully?
 - c. What was the purpose of this type of listening?
 - d. This is called attentive listening.
 - How was this listening different from listening to the radio?
 - When would you need to do this kind of listening?
 - Why is this kind of listening important?

Directed Listening

1. Read to students:
[Listen to the following story to retell the order in which the events happened. You may take notes to help you remember what you are hearing.]
Discuss this type of listening:
Suggested Questions.
2. Read orally: Front of SRA Skill Development Card #164.
3. Write on board: Five sentences on back of card about the events in the story.
4. Read orally: Directions for putting events in sequence.
5. Identify the sequence of events.
Correct answers are: 1 - e; 2 - b; 3 - a; 4 - d; 5 - c.
6. Re-read story if necessary.
7. How did you listen to this story?
What was your purpose for listening?
This is called directed listening.
-How was this listening different from the other two situations?
-When would you use this type of listening?
8. Define directed: "Knowing beforehand where to direct your attention when listening."

Critical Listening

Discuss author's purposes for writing stories.

Listen to the following story and think about the author's reason for writing it.

1. Read orally: Information given in box on back of SRA Skill Development Card #128.
2. Read orally: Front of SRA Skill Development Card #218.
3. Read orally: Directions and questions about the story on back of Card #218.
4. Discuss this type of listening: Suggested Questions.
Correct answers: 1 - c; 2 - a.

Appreciative Listening

Listen to musical selection on the radio.
Discuss this type of listening.

1. Turn on radio to musical selection.
2. Turn off radio.

5. This is called critical listening.
-Is it always easy to figure out what someone wants you to do or to believe?

-Should you believe everything you hear?
-What about commercials or political speeches?
-How should you listen to this type of material?

6. Define critical: "Using careful judgment."

3. Suggested Questions

-What did you enjoy most about the selection you heard?
-How did you listen to the selection?
-What is the purpose of this kind of listening?

4. Define appreciative: "Having an understanding of worth or value."

DRILL AND PRACTICE:

Prepare discussion highlighting
Importance of listening.

Four parts of the listening process.
Use of SRA Listening Skills Builders
(See SRA Teacher's Handbook Lab. 2C)

Present introductory lesson on SRA Listening
Skills Builder. (10-15 minutes).

Read orally or paraphrase: Adapted dialogue and
directions from SRA Teacher's Handbook, Reading
Laboratory 2C, pp. 61-64.

Pass out: Spirit Master 6, Record Page.

Play: Listening Skills Builder Cassette #1.

EVALUATION:

1. Discuss correct answers to SRA Listening
Skills Builder 1: 1-b; 2-c; 3-c; 4-a;
5-d; 6-a.

2. Questions and Answers

Q: What are the five different kinds of
listening?

A: Passive, attentive, directed, critical,
appreciative.

Q: What is the purpose of passive listening?

A: It enables the listener to "tune-out"
those auditory stimuli that he/she
doesn't need to pay attention to.

Q: What is the purpose of attentive listen-
ing?

A: It focuses the attention of the listener
on one person or on one auditory stimulus
so that the listener can respond either
orally or in written fashion.

Q: What is the purpose of directed listening?

A: It provides the listener with the specific
direction for listening so that the list-
ener's response to attentive listening
can be precise.

Review: Instruction on five kinds of listening.

Ask questions.

Q: What is the purpose of critical listening.

A: It implies the use of conscious standard or criterion for evaluating and making judgments about spoken material.

Q: What is the purpose of appreciative listening?

A: It is the ability to listen for enjoyment and creative response. It is less concentrated than other types of listening, and is therefore more relaxed.

VI. PRESCRIPTIONS FOR INDIVIDUAL PRACTICE

| TOPIC | MATERIALS | INSTRUCTIONS | GROUPING | | | | | | | | | |
|---|-------------------------------|---|--------------|---------------|-----------------|--|--|--|--|--|--|--|
| Establishing Routine for Completing Prescriptions | Listening Language Lab SRA 2C | Prepare individual prescription/progress chart for each student. (see sample below) | small groups | | | | | | | | | |
| | | <table><tr><th>Date</th><th>Assignment(s)</th><th>Percent Correct</th></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table> | Date | Assignment(s) | Percent Correct | | | | | | | |
| Date | Assignment(s) | Percent Correct | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| Using Interest to Promote Listening | | Use topic outline and story summaries on pp. 7-31 of Teacher's Handbook, SRA Listening Language Laboratory 2C to identify interest areas of individual students. LIST: Unit assignments for individual students, based on interest areas. Assign each student a minimum of one listening lesson from SRA Listening Language Laboratory 2C. (20-25 minutes) CHECK ANSWERS: Teacher's Handbook, pp. 37-38. RECORD KEEPING: Fill in prescription/progress chart. | individual | | | | | | | | | |

Lesson 2

PRECEDING PAGE BLANK-NOT FILLED

- I. TOPIC: LANGUAGE FLUENCY: AUDITORY AWARENESS
- II. OBJECTIVES: Given a listening instructional format using pairs of words with similar pronunciations, the student will tell whether the two words are the same or different, with an accuracy of at least 80 percent.
- Given a listening instructional format using pictures and descriptions read orally, the student will select the visual that shows what the speaker was describing, with an accuracy of at least 80 percent.
- III. TIME: 2 hours
- IV. MATERIALS:
1. Chalkboard and related equipment
 2. Paper and Pencils
 3. Cassette tape recorders
 4. SRA Mark II Reading Laboratory 2C
 - a. Listening Skills Builder, Cassette #14
 - b. Listening Skills Builder Record Page, Spirit Master 12
 - c. Teacher's Handbook, p. 72
 - d. Rate builders
 5. SRA Listening Language Laboratory 2C
 6. Copies of Auditory Discrimination List, Appendix A
 7. Copies of Navy Officer sleeve insignia, Appendix A

V. DIRECTIONS TO THE INSTRUCTOR

READINESS:

1. Introduce Subject

Review kinds of listening introduced in lesson one

2. Write on Board:

- a. passive
- b. attentive
- c. directed
- d. critical
- e. appreciative

3. Ask these questions:

- a. What is the primary difference between the kinds of listening listed on the board? (the degree of concentration required)
- b. Which kind requires the most concentration? (critical)
- c. Which kind requires the least concentration? (appreciative)
- d. We listen for different purposes. Explain purpose of this lesson - to focus on student's general listening ability.

4. Listening Instruction

- a. Have students simulate blindness by putting their heads down. Give 2-3 minutes to listen to sounds in the environment.
Discuss:
 - (1) Do you have any idea how much time you spend listening each day?
 - (2) Nearly half the adult working day is spent in listening.
 - (3) What are some of the listening experiences you have at work and at home?
 - (4) Do you think you spend more or less time listening than people did 50 years ago? Listening is a rapidly expanding leisure-time activity.
 - (5) Improving listening is likely to help reading and writing skills.

DRILL AND PRACTICE:

5. Write on board:

- a. same
- b. different

6. Stand behind students.

Read orally: Auditory Discrimination List.

7. Have students number a piece of paper from 1 - 40. Have student listen to pairs of words read orally and decide whether they are the same word or two different words.

(Give example to be sure the task is clear:

- dog-dog same or different?
- dog-dot same or different?)

Students will write the letter a. beside the number if the two words are the same.

Students will write the letter b. beside the number if the two words are different.

Discuss the task?

- a. Was it difficult?
- b. Would it have been easier if the words were in sentences? Why?

8. Pass out: Copies of Navy officers' sleeve insignia.

9. Have students listen to short oral descriptions of the sleeve insignia of Navy officers. The letter of each description is to be written under the picture which matches.

Because a person in the Navy must exchange salutes with officers, show them respect, and obey their lawful orders, the student must be able to recognize officers. Caps, shoulder boards, and sleeve stripes are quick ways to recognize officers. Gold stripes on officers' sleeves come in 3 widths: 1/4 inch, 1/2 inch and 2 inches.

Look at the pictures. Listen to the descriptions of the stripes and then put the number of the description under the picture it goes with.

10. Read orally one at a time.

- a. One 2 inch stripe, one 1/2 inch stripe, one star. (Answer: Rear Admiral)
- b. Four 1/2 inch stripes, one star (Answer: Captain)
- c. One 2 inch stripe, three 1/2 inch stripes, one star. (Answer: Admiral)
- d. One 1/2 inch stripe, one star (Answer: Ensign)
- e. One 2 inch stripe and one star (Answer: Commodore)
- f. Three 1/2 inch stripes, one star (Answer: Commander)
- g. One 1/2 inch stripe, one 1/4 inch stripe, one star (Answer: Vice Admiral)
- h. One 2 inch stripe, two 1/2 inch stripes, one star (Answer: Vice Admiral)
- i. Two 1/2 inch stripes, one star (Answer: Lieutenant)
- j. One broken 1/2 inch stripe, no star (Answer: Chief Warrant)
- k. One 2 inch stripe, four 1/2 inch stripes, one star (Answer: Fleet Admiral)
- l. Two 1/2 inch stripes, one 1/4 inch stripe, one star (Answer: Lieutenant Commander)

11. Follow directions in SRA Teacher's Handbook, Reading Laboratory 2C, p. 72

- a. Pass out: Spirit Master 12, Record Page
- b. Play: Listening Skills Builder Cassette #14
- c. Present SRA Listening Skills Builder 14.
(10-15 minutes)
- d. Discuss how listening played a part in this story.
 - (1) What sounds did the author hear?
 - (2) What did the sounds tell the author?
 - (3) How did the sounds make him feel?
 - When he was a boy?
 - When he was a man?

EVALUATION:

1. Discuss correct answers to SRA Listening Skills Builder 14: 1 - c; 2 - b; 3 - b; 4 - b; 5 - a; 6 - d.
2. Note accuracy of individual student's responses to Drill and Practice activities

Keep check-list

VI. PRESCRIPTIONS FOR INDIVIDUAL PRACTICE

| TOPIC | MATERIALS | INSTRUCTIONS | GROUPING |
|-------------------------------------|---|---|------------|
| Using interest to promote listening | SRA Listening Language Laboratory, 2C | The student will select a minimum of one listening cassette tape from the area(s) of interest identified in Lesson 3:10. The instructor will record the date, title of the selection, and percent correct on the Individual Prescription/Progress Chart. Cassettes require 20-25 minutes. Correct answers are given on the tape at the end of each lesson and also on pp. 37-38 of the Teacher's Handbook. | individual |
| | SRA Mark II Reading Laboratory, 2C: Rate Builders | The students will read these short selections orally to each other, asking the comprehension questions that accompany each story. The instructor will decide whether their responses are to be oral or written. The instructor will want to know each student's general reading grade level in order to pair those of like ability and to assign the appropriate color Rate Builders. The instructor may assign as many Rate Builders as time permits, and will record the date, color and title of each selection, and percent correct on the Individual Prescription/Progress Chart. Answers are found on the Rate Builder Key Cards. | pairs |

VII. FOLLOW-UP ACTIVITIES

See Activities Listed Under "Follow-Up Activities"

Lesson 3

- I. TOPIC: LANGUAGE FLUENCY: FOLLOWING DIRECTIONS
- II. OBJECTIVES:

Given a listening instructional format using oral directions and pictures of fire fighting equipment, the student will label the pictures as directed, with an accuracy of 100 percent.

Given a listening instructional format using oral directions and a picture of a compass card, the student will mark the described compass points, with an accuracy of 100 percent.
- III. TIME: 2 hours
- IV. MATERIALS:
 1. Chalkboard and related equipment
 2. Paper and Pencils
 3. Scissors
 4. Cassette tape recorders
 5. SRA Skills Series: Comprehension
 - a. Lesson Plan Card, Unit 1 - "Following Directions"
 - b. Comprehension Activity Sheets 1A, 1B
 - c. Cassette tape #1
 - d. Teacher's Handbook, p. 16
 6. SRA Mark II Reading Laboratory 2C
 - a. Listening Skills Builder, Cassette #3
 - b. Listening Skills Builder Record Page, Spirit Master 7
 - c. Teacher's Handbook, p. 68
 - d. Rate Builders
 7. SRA Listening Language Laboratory 2C
 8. Following Directions, Booklets D - I Specific Skills Series, 2nd Edition Barnell-Loft, Ltd.
 9. Copies of pictures of fire fighting equipment, Appendix A
 10. Copies of compass card, Appendix A

V. DIRECTIONS TO THE INSTRUCTOR

READINESS:

1. Introduce Subject

- a. Use SRA Lesson Plan Card, Unit 1, to initiate discussion about following directions

- b. Read orally or paraphrase: Part I: "Introducing Following Directions"

INSTRUCTION:

2. Orally review characteristics and purpose of attentive listening as introduced in Lesson Topic 3.10: Purposes and Techniques for Listening.

3. Have students listen to oral directions for the paper-cutting trick shown on the front of SRA Lesson Plan Card, Unit 1.

Read orally: one step at a time (omit reference to pictures)

4. Discuss things that students could not do, or would have a hard time doing, without help of directions.

List on board as offered by students.

5. Summarize three important steps to remember when following directions -
 - a. Listen to all the directions.
 - b. Make sure you have everything you need to follow the directions.
 - c. Follow each direction carefully, in the right order.

DRILL AND PRACTICE:

6. Write on board:

- a. get on a horse
- b. repair a cracked sidewalk
- c. tread water
- d. paint a door
- e. do one kind of dive
- f. do push-ups

7. Read orally: from Following Directions E Barnell-Loft

DIRECTIONS: Unit 2
DIRECTIONS: Unit 4
DIRECTIONS: Unit 6
DIRECTIONS: Unit 7
DIRECTIONS: Unit 15
DIRECTIONS: Unit 17

Have student listen to short sets of directions and then select from the list on the board the item that matches each set of directions.

(Answers:)
 Unit 2 - No 3
 Unit 4 - No. 1
 Unit 6 - No. 5
 Unit 7 - No. 2
 Unit 15 - No. 4
 Unit 17 - No. 6

8. Write on board:

- a. tying a shoe
- b. putting on a tie
- c. driving a car
- d. painting a piece of furniture
- e. cooking something
- f. shaving

9. Have students select one situation and give oral directions for carrying it out. Stress the need to be specific and to give the directions in the right order.

10. Pass out: Xerox copies of pictures of hose, ax, fire extinguisher, and fire alarm box.

Read orally: "FIRE FIGHTING EQUIPMENT."

11. Have students listen to oral directions from "FIRE FIGHTING EQUIPMENT" in DRILL AND PRACTICE 1 in Appendix A.

12. Pass out: Xerox copies of compass card on a blank piece of paper.

Read orally: "COMPASS."

13. Have students listen to oral directions for labeling the compass card from "COMPASS" in DRILL AND PRACTICE 2 in Appendix A.

14. Present SRA Listening Skills Builder 3. (10-15 minutes)

Follow directions in SRA Teacher's Handbook Reading Laboratory 2C, p.68.

15. Pass out: Spirit Master 7, Record Page

Play: Listening Skills Builder Cassette #3

16. Discuss situations in the story which would require following directions:

- a. Making the acorn necklaces
- b. Finding the way to Lookout Peak

EVALUATION:

17. Discuss correct answers to SRA Listening Skills Builder #3: 1 - b; 2 - d; 3 - b; 4 - c; 5 - a; 6 - c.
18. Note accuracy of individual student's responses to Drill and Practice activities.

Keep check-list.

VI. PRESCRIPTIONS FOR INDIVIDUAL PRACTICE

| TOPIC | MATERIALS | INSTRUCTIONS | GROUPING |
|-------------------------------------|---|--|------------|
| Following Directions | SRA Skills Series: Comprehension A. Cassette #1 B. Comprehension Activity Sheets 1A, 1B C. Teacher's Handbook, p. 16 | The instructor will pass out ditto copies of the activity sheets before starting the tape. Students will need pencils. The tape takes 15-20 minutes to finish. Answer can be found on the designated page of the Teacher's Handbook. | Individual |
| Using interest to promote listening | Following Directions Booklets D - I Specific Skills Series Barnell-Loft, Ltd. | The students will read these short units to each other, asking the comprehension questions that accompany each selection. The instructor will decide whether their responses are to be oral or written. The instructor will need to pair students of similar reading ability and assign the appropriate level booklet. The instructor may assign as many units as time permits, and will record the date, booklet level, unit number, and percent correct on the Individual Prescription/Progress Chart. Answers can be found in the manual. | Pairs |
| | SRA Listening Language Laboratory, 2C | Same as Lesson 3.20: "Auditory Awareness" | Individual |
| | SRA Mark II Reading Laboratory, 2C: Rate Builders | Same as Lesson 3.20: "Auditory Awareness" | Pairs |

VII. FOLLOW-UP ACTIVITIES

See Activities Listed Under "Follow-Up Activities"

Lesson 4

I. TOPIC:

LANGUAGE FLUENCY: IDENTIFYING SEQUENCE OF EVENTS

II. OBJECTIVES:

Given a listening instructional format using a sequentially ordered selection, the student will identify and list the signal words which indicate the sequence of events within the selection, with an accuracy of at least 80 percent.

Given a listening instructional format using sequentially-developed stories and/or sequentially-ordered selections, the student will identify the correct sequential order by numbering printed sentences to indicate the order of events, with an accuracy of at least 80 percent.

III. TIME:

2 hours

IV. MATERIALS:

1. Chalkboard and related equipment
2. Paper and pencils
3. Cassette tape recorders
4. SRA Skills Series: Comprehension
 - a. Lesson Plan Cards, Unit 4 - "Sequence of Events" Unit 19 - "Implied Sequence of Events"
 - b. Comprehension Activity Sheets - 4A, 4B
 - c. Cassette Tape #4
 - d. Teacher's Handbook, p. 16
5. SRA Mark II Reading Laboratory 2C
 - a. Skill Development Cards, #161-164, 189-190, "Sequence"
 - b. Skill Development Key Cards #161-163, 189-190.
 - c. Listening Skills Builder, Cassette #5
 - d. Listening Skills Builder Record Page: Spirit Master 8
 - e. Teacher's Handbook, p. 69
 - f. Rate Builders
6. SRA Listening Language Laboratory 2C
7. Detecting the Sequence, Booklets D - I, Specific Skills Series, 2nd Edition Barnell-Loft, Ltd.
8. The Bluejackets' Manual, 20th ed.
9. Reading Tactics B, Teacher's Edition, pp. 134-135, Scott-Foresman

V. DIRECTIONS TO THE INSTRUCTOR

III-4-2

READINESS:

1. Introduce Subject
Use SRA Lesson Plan Card, Unit 4, to initiate discussion about sequence of events.
Read orally or paraphrase: Part I. "Introducing Sequence of Events."

INSTRUCTION:

2. Prepare lecture with discussion and examples about sequence of events from the following materials:

Information in boxes on back of SRA Skill Development Cards #161-164, 189-190.
Reading Tactics B: "Time Order Relationships," p. 134.
3. Part II: "Teaching Inferred Sequence of Events," SRA Lesson Plan Card, Unit 19.
Follow directions on card. (omit references to student magazine pages)
4. Part III: "Teaching Clue Words That Describe Sequence," SRA Lesson Plan Card, Unit 4.
Follow directions on card.

DRILL AND PRACTICE:

5. Identifying Signals of Sequence

- a. Read orally: Story on front of SRA Skills Development Card #163.
- b. Have students listen to selection read orally and write down all the "time words" and "signal words" that they hear.

Discuss answers

6. Re-read story if necessary.

Write on board: Answers as offered by students.

- | | |
|---------------------|-------------------|
| 1. In 1875 | 7. finally |
| 2. On June 22, 1876 | 8. in 1901 |
| 3. then | 9. finally |
| 4. in 1885 | 10. then, in 1922 |
| 5. then | 11. in 1926 |
| 6. in 1987 | |

Identifying Sequential Order

7. Write on board.
Read directions.
Check answers.

- a. Use the six sentences on back of SRA Skills Development Card #163 which go with the story previously read.

Write on board: (without numbers)

- 4 Commence instruction periods
9 Evening meal
10 Recreation and athletic events, cafeteria, telephone center open
14 Shower
8 Sick Call
2 Breakfast
12 Free period, study
3 Morning muster, field day
6 Colors, sick call
15 Taps, bed check
13 Field day
5 First call
1 Reveille
7 Noon meal
11 First call to colors 5 minutes prior to sunset
Sunset-colors

8. Have the students listen to "DAILY ROUTINE," The Bluejackets' Manual, pp. 9-10.

Read orally "DAILY ROUTINE"

Have students number sentences on the board to show the correct sequence of events.

Re-read if necessary.

- c. Have students listen to "SATURDAY ROUTINE," The Bluejackets' Manual, p. 10.

Write on the board: (without numbers)

- 14 Taps, bed check
- 13 Shower
- 3 First Call
- II Free period
- 5 Athletic events
- 6 Noon meal
- 2 Breakfast
- 1 Reveille
- 8 Supper
- 12 Field Day
- 4 Colors, sick call
- 7 Sick call, free period
- 9 Recreation and athletic events, cafeteria, telephone center open
- 10 First call to colors 5 minutes prior to sunset. Sunset colors.

Read orally "SATURDAY ROUTINE."

- d. Present SRA Listening Skill Builder 5 (10-15 minutes)
9. Follow directions in SRA Teacher's Handbook, Reading Laboratory 2C, p. 69.
- a. Pass out: Spirit Master 8, Record Page
 - b. Play: Listening Skills Builder Cassette #5

Discuss sequence of events in story

EVALUATION:

10.

- a. Discuss correct answers to SRA Listening Skills Builder 5: 1-a; 2-a; 3-a; 4-b; 5-b; 6-a.
- b. Go over concept that sequence is a term for the order in which things happen.
- c. Ask students for examples of words which signal sequence.
- d. Note accuracy of individual student's responses to Drill and Practice activities.

Review orally

Write on board

Keep checklist

VI. PRESCRIPTIONS FOR INDIVIDUAL PRACTICE

| TOPIC | MATERIALS | INSTRUCTIONS | GROUPING |
|---|--|--|------------|
| 11. Identifying Sequence (To be done) (if time available) | SRA Skills Series: Comprehension a. Cassette #4 b. Comprehension Activity Sheets 4A, 4B c. Teacher's Handbook, p.16 | Same as Lesson "Following Directions" | Individual |
| | Detecting the Sequence Booklets D - I Specific Skills Series Barnell-Loft, Ltd. | Same as Lesson "Following Directions" | Pairs |
| Using interest to promote listening | SRA Listening Language Laboratory, 2C | Same as Lesson "Auditory Awareness" | Individual |
| | SRA Mark II Reading Laboratory, 2C Rate Builders | Same as Lesson "Auditory Awareness" | |

VII. FOLLOW-UP ACTIVITIES

See Activities Listed Under "Follow-Up Activities"

Lesson 5

- I. TOPIC: LANGUAGE FLUENCY: MAIN IDEA
- II. OBJECTIVE: Given a listening instructional format using short oral selections having directly stated or implied main ideas, and printed multiple choices, the student will select the main idea of each selection with an accuracy of at least 80 percent.
- III. TIME: 2 hours
- IV. MATERIALS:
1. Chalkboard and related equipment
 2. Cassette tape recorders
 3. SRA Skills Series: Comprehension
 - a. Lesson Plan Cards, Unit 10 - "Main Idea (Paragraph)"
 - b. Unit 22 - "Inferred Main Idea (Paragraph)"
 - c. Comprehension Activity Sheets - 10A, 10B
 - d. Cassette Tape #10
 - e. Teacher's Handbook, p. 17
 4. SRA Mark II Reading Laboratory 2C
 - a. Skill Development Cards, #165-168, 191-197, "Main Idea"
 - b. Skill Development Key Cards, #165-168, 191-197
 - c. Listening Skills Builder, Cassette #6
 - d. Listening Skills Builder Record Page, Spirit Master 8
 - e. Teacher's Handbook, p. 69
 - f. Rate Builders
 5. SRA Listening Language Laboratory 2C
 6. Getting the Main Idea, Booklets D - I, Specific Skills Series, 2nd Edition
Barnell-Loft, Ltd.
 7. Reading Tactics A, Teacher's Edition, pp. 103-113
Reading Tactics B, Teacher's Edition, pp. 107-117
Reading Tactics C, Teacher's Edition, pp. 115-123
Scott-Foresman

DIRECTIONS TO THE INSTRUCTOR

READINESS:

1. Introduce Subject

- a. Use SRA Lesson Plan Cards, Unit 10 and Unit 22 to initiate discussion about the main idea.
- b. Read orally or paraphrase: Part I. "Introducing Main Idea."

INSTRUCTION:

2. Prepare lecture with discussion and examples about directly stated main idea from the following materials:

- a. Reading Tactics B: "Direct Statements of Central Focus," pp. 107-109.
- b. Reading Tactics C: "Identifying Direct Statements of Central Focus," pp. 115-116.
- c. Information in boxes on back of SRA Skill Development Cards #168, 196, 197.
- d. Part II: "Teaching Identification of Main Ideas," SRA Lesson Plan Card, Unit 10.
- e. Part III: "Teaching Identification of Main Ideas."

Follow directions on card.

Follow directions on card.

3. Prepare lecture with discussion and examples of implied main idea from the following materials:

- a. Reading Tactics A: "Implied Central Focus," pp. 109-112.
- b. Reading Tactics B: "Implied Central Focus," pp. 110-113.
- c. Reading Tactics C: "Identifying Implied Central Focus," pp. 111-114.
- d. Part II: "Teaching Selection of Inferred Main Idea," SRA Lesson Plan Card, Unit 22
- e. Part III: "Teaching Determination of Inferred Main Idea," SRA Lesson Plan Card, Unit 22.
- f. Information on SRA Skill Development Card #191.

Read "Board Preparation" orally.
Follow discussion directions on card.
Re-read if necessary.

DRILL AND PRACTICE:

4. a. Select several short paragraphs from listed pages in Reading Tactics A, B, or C.
- b. Write on board: Multiple-choice sentences for each paragraph selected.
- c. Read paragraphs orally.
- d. Have students identify the sentence on the board which summarizes either the directly stated or implied main idea.
5. SRA Skills Development Cards #167, 193.
 - a. Read orally:
 - (1) entire story on front of card.
 - (2) re-read each paragraph, one at a time.
 - (3) comprehension check on back of card for each paragraph.
 - b. Responses can be oral or written.
6. If needed, select additional material from SRA Skills Development Cards #168, 191, 194-197. Responses can be oral or written.
 - a. Read orally:
 - (1) story on front of card.
 - (2) comprehension check on back of card.
7. Write on board:
 - a. Topics
 - (1) My Favorite Foods
 - (2) My Family
 - (c) My Favorite Sport
 - (d) My Best Friend
 - (e) My Hobby
 - b. Explain that these titles are examples of some main ideas. Have students orally develop a short paragraph to support one of the titles.
8. For evaluation:

Present SRA Listening Skills Builder 6 (10-15 minutes).

 - a. Follow directions in SRA Teacher's Handbook, Reading Laboratory 2C, p.69.
 - b. Pass out: Spirit Master 8, Record Page.
 - c. Play: Listening Skills Builder Cassette #
 - d. Discuss main idea of the story.

9.
 - a. Discuss correct answers to SRA Listening Skills Builder 6: 1-b; 2-c; 3-a; 4-d; 5-c; 6-b.
 - b. Go over concept that the main idea of a story or paragraph is what the story or paragraph is mostly about.
 - (1) Sometimes it is written in the paragraph in one sentence, which can be found at the beginning, in the middle, or at the end of the paragraph.
 - (2) Sometimes the main idea is not directly told in the story.
 - (3) Don't confuse the main idea with a detail.
 - c. Review orally.
10. Note accuracy of individual student's responses to Drill and Practice activities.

Keep check-list

VI. PRESCRIPTIONS FOR INDIVIDUAL PRACTICE

| TOPIC | MATERIALS | INSTRUCTIONS | GROUPING |
|--|---|--|------------|
| Main Idea (Stated) | SRA Skills Series: Comprehension A. Cassette #10 B. Comprehension Activity Sheets 10A, 10B C. Teacher's Handbook, p. 17 | Same as Lesson "Following Directions" | Individual |
| Main Idea (Implied) | SRA Skills Series: Comprehension A. Cassette #26 B. Comprehension Activity Sheets 26A, 26B C. Teacher's Handbook, p. 18 | Same as Lesson "Following Directions" | Individual |
| Using interest to promote listening | Getting the Main Idea Booklets D - I Specific Skills Series Barnell-Loft, Ltd. SRA Listening Language Laboratory, 2C SRA Mark II Reading Laboratory, 2C Rate Builders | Same as Lesson "Following Directions" | Pairs |
| | | Same as Lesson "Auditory Awareness" | Individual |
| | | Same as Lesson "Auditory Awareness" | Pairs |

VII. FOLLOW-UP ACTIVITIES

See Activities Listed Under "Follow-Up Activities"

Lesson 6

PRECEDING PAGE BLANK-NOT FILLED

- I. TOPIC: LANGUAGE FLUENCY: RECALLING SPECIFIC DETAILS
- II. OBJECTIVE: Given a listening instructional format using short oral selections, the student will answer printed or oral questions about specific details, with an accuracy of at least 80 percent.
- III. TIME: 2 hours
- IV. MATERIALS:
1. Chalkboard and related equipment
 2. Paper and pencils
 3. Cassette tape recorders
 4. SRA Skills Series: Comprehension
 - a. Lesson Plan Cards, Unit 8 - "Recalling Details"
 - b. Unit 11 - "Supporting Details"
 - c. Comprehension Activity Sheets - 8A, 8B, 11A, 11B
 - d. Cassette Tapes #8, 11
 - e. Teacher's Handbook, pp. 16, 17
 5. SRA Mark II Reading Laboratory 2C
 - a. Listening Skills Builder, Cassette #11
 - b. Listening Skills Builder Record Page, Spirit Master 11
 - c. Teacher's Handbook, p. 71
 - d. Rate Builders
 6. SRA Listening Language Laboratory 2C
 7. Getting the Facts, Booklets D - I, Specific Skills Series, 2nd Edition
Barnell-Loft, Ltd.
 8. The Bluejackets' Manual, 20th ed.
 9. Reading Tactics, B, Teacher's Edition, pp. 123-127
Reading Tactics, C, Teacher's Edition, pp. 120-123
Reading Tactics, D, Teacher's Edition, pp. 116-118
Scott-Foresman
 10. "Flags and Colors," Appendix A
 11. Questions, (for "Flags and Colors"), Appendix A

V. DIRECTIONS TO THE INSTRUCTOR

READINESS:

1. Introduce Subject
 - a. Use SRA Lesson Plan Cards, Unit 8 and Unit 11 to initiate discussion about details.
 - b. Read orally or paraphrase: Unit 8, Part I: "Introducing Facts and Details," Unit 11, Part I: "Introducing Supporting Details"

INSTRUCTION:

2. Prepare lecture with discussion and examples of identifying and/or recalling specific details from the following materials:

1. Reading Tactics B: "Distinguishing Details," pp. 123-127.
2. Reading Tactics C: "Distinguishing Details," pp. 120-123.
3. Reading Tactic D: "Distinguishing Details," pp. 116-118.
4. Part II: "Teaching Recall of Details," SRA Lesson Plan Card, Unit 8. Change wording to put emphasis on listening for details, not reading for details.
5. Part II: "Teaching Supporting Details," SRA Lesson Plan Card, Unit II

Follow directions on card.

Follow directions on card.

DRILL AND PRACTICE:

3. Write on board:
Multiple-choice sentences for each paragraph selected
 - a. Use several short paragraphs from the listed pages in Reading Tactics B, C, or D
 - b. Read paragraphs orally.
 - c. Have students identify from the sentences on the board those which are the important details in each selection.

4. Write on boards:
 - II. QUESTIONS in DRILL AND PRACTICE.
 - a. Have students listen to narration for DRILL AND PRACTICE "FLAGS AND COLORS" in Appendix A.
 - b. Read orally I, NARRATION in DRILL AND PRACTICE.
 - c. Have students answer each of the question following the narration from Appendix A.

Re-read if necessary.

5. Read orally.
 a. Choose one or more of the following descriptions in The Bluejackets's Manual, 20th ed.
 - (1) aircraft carriers, pp. 220-221.
 - (2) cruisers, pp. 221-222.
 - (3) destroyers, pp. 222-223.
 - (4) frigates, p. 223.
 - (5) submarines, pp. 223, 227-278.
 - (6) patrol combatants, p. 228.
 - (7) mine warfare ships, p. 228.
 - (8) amphibious warfare ships, p. 228.
 - b. After each reading, give students five minutes to list important details. Discuss their responses.
 - c. Re-read if necessary.
-
6. Present SRA Listening Skills Builder II (10-15 minutes)
 - a. Follow directions in SRA Teacher's Handbook, Reading Laboratory 2C, p. 71
 - b. Pass out: Spirit Master 11, Record Page
 - c. Play: Listening Skills Builder Cassette #11
 - d. Discuss important details in the story. List on board those details offered by the class.
-

EVALUATION:

7. Review orally.
 - a. Discuss correct answer to SRA Listening Skill Builder 11: 1-b; 2-d; 3-d; 5-c; 6-d.
 - b. Go over importance of details and the aids for remembering details
 - (1) Notice details
 - (2) Form a picture in your mind
 - (3) Say the details to yourself
 - c. Note accuracy of individual student's responses to Drill and Practice activities.
 - d. Keep check-list

VI. PRESCRIPTIONS FOR INDIVIDUAL PRACTICE

| TOPIC | MATERIALS | INSTRUCTIONS | GROUPING |
|-------------------------------------|--|--|-------------------------|
| Recalling Specific Details | SRA Skills Series: Comprehension A. Cassette #8 B. Comprehension Activity Sheets 8A, 8B C. Teacher's Handbook, p.16 A. Cassette #11 B. Comprehension Activity Sheets 11A, 11B C. Teacher's Handbook, p. 17 | Same as Lesson "Following Directions" | Individual |
| | Getting the Facts Booklets D - I Specific Skills Series Barnell-Loft, Ltd. | Same as Lesson "Following Directions" | Pairs |
| Using interest to promote listening | SRA Listening Language Laboratory, 2C SRA Mark II Reading Laboratory, 2C Rate Builders | Same as Lesson "Auditory Awareness" Same as Lesson "Auditory Awareness" | Individual Pairs |

VII. FOLLOW-UP ACTIVITIES

See Activities Listed Under "Follow-Up Activities"

Lesson 7

- I. TOPIC: LANGUAGE FLUENCE: CAUSE AND EFFECT
- II. OBJECTIVE: Given a listening instructional format using an oral description of a cause, the student will select the matching effect from a printed list of choices or will give a matching effect orally, with an accuracy of at least 80 percent.
- III. TIME: 2 hours
- IV. MATERIALS:
1. Chalkboard and related equipment
 2. Paper and pencils
 3. Cassette tape recorders
 4. SRA Skills Series: Comprehension
 - a. Lesson Plan Cards
 - Unit 12 - "Cause and Effect (Single)"
 - Unit 14 - "Cause and Effect (Multiple)"
 - b. Comprehension Activity Sheets - 12A, 12B, 14A, 14B
 - c. Cassette Tapes #12, 14
 - d. Teacher's Handbook, p. 17
 5. SRA Mark II Reading Laboratory 2C
 - a. Skills Development Cards #169, 171, 172, 201, 202 - "Cause and Effect"
 - b. Skills Development Key Cards #169, 171, 172, 201, 202
 - c. Listening Skills Builder Cassette #16
 - d. Listening Skills Builder Record Page, Spirit Master 13
 - e. Teacher's Handbook, p. 73
 - f. Rate Builders
 6. SRA Listening Language Laboratory 2C
 7. The Bluejackets' Manual, 20th ed.
 8. Reading Tactics A, Teacher's Edition, pp. 137-138
Reading Tactics B, Teacher's Edition, pp. 136-138
Reading Tactics C, Teacher's Edition, pp. 133-134
Reading Tactics D, Teacher's Edition, pp. 129-130
 Scott-Foresman
 9. "Leave," Appendix A

V. DIRECTIONS TO THE INSTRUCTOR

READINESS:

Introduce Subject
Use SRA Lesson Plan Cards, Unit 12 and Unit 14 to initiate discussion about cause-effect relationships.

INSTRUCTOR'S ACTIVITIES

Read orally or paraphrase:

Unit 12, Part I: "Introducing Cause and Effect"
Unit 14, Part I: "Introducing Cause and Effect (Multiple)"

INSTRUCTION:

Prepare lecture with discussion and examples of cause and effect relationships from the following materials:

1. Reading Tactics A, "Cause-Effect Relationships," pp. 137-138.
Reading Tactics B, "Cause-Effect Relationships," pp. 136-138.
Reading Tactics C, "Cause-Effect Relationships," pp. 133-134.
Reading Tactics D, "Cause-Effect Relationships," pp. 129-130.

Stress the need to listen for signal words for cause-effect relationships.

2. Information in boxes on back of SRA Skills Development Cards #169, 171, 172.

Re-emphasize that there may be:

- a. more than one cause of an effect
- b. more than one effect from a single cause

3. Part II: "Teaching Single Cause/Multiple Effects," SRA Lesson Plan Card, Unit 14.

4. Part III: "Teaching Multiple Causes/Single Effect," SRA Lesson Plan Card, Unit 14.

5. Part III: "Teaching Effects vs Subsequent Events," SRA Lesson Plan Card, Unit 12.

Write on board:

1. because
2. since
3. consequently
4. therefore
5. thus
6. so
7. so that
8. for this reason
9. as a result

Read list orally.

Follow directions on card.
(omit follow-up activity)

Follow directions on card.
(omit follow-up activity)

Follow directions on card.

DRILL AND PRACTICE:

1. Have students listen to Lesson 4, No. 5, p. 138, Reading Tactics A, and list the words or phrases that signal the cause-effect relationship. Discuss responses.
2. If needed, repeat activity above with the following selection:
 - a. Tactic 4/Part A, p. 133, Reading Tactics C
 - b. Tactic 4/Part A, p. 130, Reading Tactics D
3. Have students listen to Tactic 4/Part B, p. 134, Reading Tactics C, and answer the cause-effect questions that follow the selection. Responses can be oral or written.
4. Have students orally give either a cause or an effect of the event and accurately identify his/her statement as being a cause or an effect.
5. Select from SRA Skills Development Cards #169, 171, 172, 201, 202
6. Have students listen to the narration on "LEAVE" from DRILL AND PRACTICE Appendix B. Then give the effect(s) for the following statements:
 - a. You do not have your leave papers with you when the Shore Patrol asks to see them.
 - b. You stay away too long when you are on leave.
 - c. You write your officer a letter telling him you are in the hospital and need more leave.
 - d. You go AWOL.

Read orally.

Write on board: signal words as offered by students.

Read orally.

Read orally.

Write on board: Sentences describing an event.

1. Joe let out a horrible scream.
2. Bill's hand was bleeding.
3. The ship ran aground.
4. Sam apologized to Tom.
5. George didn't listen to the instructor.

Read the sentences orally.

Read orally: Story on front card.

Read orally or write on board:
Comprehension check for story on back of card.

Read orally.

7. Have students listen to selection about ENEMY ACTIONS and VULNERABILITY, pp. 104-106, The Bluejackets' Manual, 20th ed., and then give effect(s) for the following statements:
 - a. You are not careful of what you say when you are on leave.
 - b. An enemy spy seems to be your friend.
 - c. You tell your mother or friends all about your job and your ship.
 - d. When you are on leave, you don't say anything about the Navy to anyone.
8. Present SRA Listening Skills Builder 16 (10-15 minutes).

Read or paraphrase orally.

Follow directions in SRA Teacher's Handbook, Reading Laboratory 2C, p. 73.

Pass out: Spirit Master 13, Record Page

Play: Listening Skills Builder Cassette #16

Discuss cause-effect relationships in the story.

EVALUATION:

1. Discuss correct answers to SRA Listening Skills Builder 16: 1-d; 2-a; 3-a; 4-c; 5-d; 6-b.
2. Go over cause-effect relationships. Stress:
 - a. Signal words for cause-effect
 - b. Single cause may have multiple effects.
 - c. Multiple causes may result in a single effect.
 - d. Effects vs. subsequent events.
3. Note accuracy of individual student's response to Drill and Practice activities.

Review orally.

Keep check-list.

VI. PRESCRIPTIONS FOR INDIVIDUAL PRACTICE

| TOPIC | MATERIALS | INSTRUCTIONS | GROUPING |
|--|---|--|-------------------------|
| Cause and Effect (single) | SRA Skills Series: Comprehension A. Cassette #12 B. Comprehension Activity Sheets 12A, 12B C. Teacher's Handbook, p. 17 | Same as Lesson "Following Directions" | Individual |
| Cause and Effect (multiple) | SRA Skills Series: Comprehension A. Cassette #14 B. Comprehension Activity Sheets 14A, 14B C. Teacher's Handbook, p. 17 | Same as Lesson "Following Directions" | Individual |
| Using interest to promote listening | SRA Listening Language Laboratory, 2C SRA Mark II Reading Laboratory, 2C Rate Builders | Same as Lesson "Auditory Awareness" Same as Lesson "Auditory Awareness" | Individual Pairs |

VII. FOLLOW-UP ACTIVITIES

See Activities Listed Under "Follow-Up Activities"

Lesson 8

I. TOPIC:

LANGUAGE FLUENCY: DRAWING CONCLUSIONS

II. OBJECTIVE:

Given a listening instructional format using short oral selections, the student will select from multiple choices the appropriate conclusions for the selections, with an accuracy of at least 80 percent.

III. TIME:

2 hours

IV. MATERIALS:

1. Chalkboard and related equipment
2. Pencils
3. Cassette tape recorders
4. SRA Skills Series: Comprehension
 - a. Lesson Plan Card, Unit 21, "Drawing Conclusions"
 - b. Comprehension Activity Sheets - 21A, 21B
 - c. Cassette Tape #21
 - d. Teacher's Handbook, p. 18
5. SRA Mark II Reading Laboratory 2C
 - a. Skill Development Cards #211-216, "Drawing Conclusions"
 - b. Skill Development Key Cards #211-216
 - c. Listening Skills Builder, Cassette #9
 - d. Listening Skills Builder Record Page: Spirit Master 10
 - e. Teacher's Handbook, p. 70
 - f. Rate Builders
6. SRA Listening Language Laboratory 2C
7. Drawing Conclusions, Booklets D - I, Specific Skills Series, 2nd Edition
Barnell-Loft, Ltd.
8. The Blue Jackets' Manual, 20th edition

AD-A119 649

MEMPHIS STATE UNIV TN
NAVY VERBAL SKILLS CURRICULUM GUIDE, SUPPLEMENT.(U)
JUL 82 H L BOWMAN, P L JONES, R A KAISER

F/6 5/9

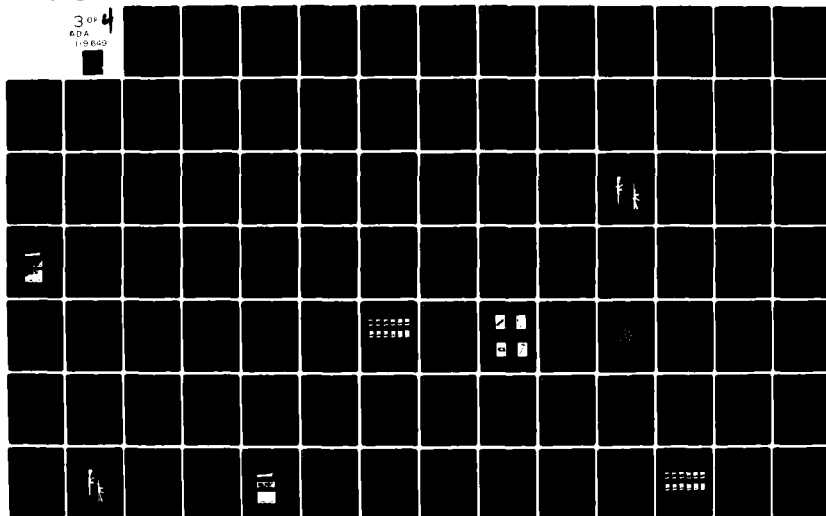
N00612-79-R-0477

UNCLASSIFIED

TAE6-TR-128-SUPPL

NL

3 OF 4
ADA
119 649



V. DIRECTIONS TO THE INSTRUCTOR

INSTRUCTOR'S ACTIVITIES

READINESS:

Introduce Subject

Use SRA Lesson Plan Card, Unit 21, to initiate discussion about drawing conclusions.

Read orally or paraphrase: Part I. "Introducing Drawing Conclusions."

INSTRUCTION:

Prepare lecture with discussion and examples of drawing conclusions from the following materials:

1. Information in boxes on back of SRA Skill Development Cards #211-216.
2. Part II: "Teaching Determination of Supporting Facts," SRA Lesson Plan Card, Unit 21.
3. Part III: "Teaching Syllogisms," SRA Lesson Plan Card, Unit 21.
4. "What's the Conclusion?" and "Where is Suzanne?", SRA Lesson Plan Card, Unit 21.

Define conclusions: "A decision you make based on facts."

Follow directions on card.

Follow directions on card.

Read orally.

DRILL AND PRACTICE:

1. Select 2 - 3 stories from SRA Skill Development Cards #211-216. Have students respond orally to comprehension check. Discuss answers (see key cards).

Read orally: 1. Story on front of card.
2. Comprehension check on back of card.

Write on board:

1. boatswain's mate
2. construction mechanic
3. gunner's mate
4. storekeeper
5. radioman
6. machinist's mate
7. steelworker
8. aviation machinist's mate
9. hospital corpsman
10. dental technician

Lesson 8

I. TOPIC:

LANGUAGE FLUENCY: DRAWING CONCLUSIONS

II. OBJECTIVE:

Given a listening instructional format using short oral selections, the student will select from multiple choices the appropriate conclusions for the selections, with an accuracy of at least 80 percent.

III. TIME:

2 hours

IV. MATERIALS:

1. Chalkboard and related equipment
2. Pencils
3. Cassette tape recorders
4. SRA Skills Series: Comprehension
 - a. Lesson Plan Card, Unit 21, "Drawing Conclusions"
 - b. Comprehension Activity Sheets - 21A, 21B
 - c. Cassette Tape #21
 - d. Teacher's Handbook, p. 18
5. SRA Mark II Reading Laboratory 2C
 - a. Skill Development Cards #211-216, "Drawing Conclusions"
 - b. Skill Development Key Cards #211-216
 - c. Listening Skills Builder, Cassette #9
 - d. Listening Skills Builder Record Page: Spirit Master 10
 - e. Teacher's Handbook, p. 70
 - f. Rate Builders
6. SRA Listening Language Laboratory 2C
7. Drawing Conclusions, Booklets D - I, Specific Skills Series, 2nd Edition
Barnell-Loft, Ltd.
8. The Blue Jackets' Manual, 20th edition

2. Describe the Navy jobs listed on the board from the information given pp. 23-35 of The Bluejackets' Manual. (Do not do in the order listed.) Have students discuss the facts provided and reach a conclusion about which job has been described.

Read list orally.

3. Present SRA Listening Skills Builder 9 (10-15 minutes)

Follow directions in SRA Teacher's Handbook, Reading Handbook, Reading Laboratory 2C, p. 70.

Pass out: Spirit Master 10, Record Page.

Play: Listening Skills Builder Cassette #9.

EVALUATION:

1. Discuss correct answers to SRA Listening Skills Builder 9: 1-b; 2-a; 3-c; 4-d; 5-d; 6-d.
2. Go over definition of conclusions and need for facts in order to reach conclusions.
3. Note accuracy of individual student's responses to Drill and Practice Activities.

Review orally.

Keep check-list.

VI. PRESCRIPTIONS FOR INDIVIDUAL PRACTICE

| TOPIC | MATERIALS | INSTRUCTIONS | GROUPING |
|--|---|--|------------|
| Drawing Conclusions | SRA Skills Series: Comprehension A. Cassette #21 B. Comprehension Activity Sheets 21A, 21B C. Teacher's Handbook, p. 18 | Same as Lesson "Following Directions" | Individual |
| | Drawing Conclusions Booklets D - I Specific Skills Series Barnell-Loft, Ltd. | Same as Lesson "Following Directions" | Pairs |
| Using interest to promote listening | SRA Listening Language Laboratory, 2C | Same as Lesson "Auditory Awareness" | Individual |
| | SRA Mark II Reading Laboratory, 2C Rate Builders | Same as Lesson "Auditory Awareness" | Pairs |

VII. FOLLOW-UP ACTIVITIES

See Activities Listed Under "Follow-Up Activities"

Lesson 9

I. TOPIC:

LANGUAGE FLUENCY: PREDICTING OUTCOMES

II. OBJECTIVE:

Given a listening instructional format using short incomplete oral selections, the student will select the most likely outcome from each selection from printed multiple choices, with an accuracy of at least 80 percent.

III. TIME:

2 hours

IV. MATERIALS:

1. Chalkboard and related equipment
2. Paper and pencils
3. Cassette Tape Recorders
4. SRA Skills Series: Comprehension
 - a. Lesson Plan Card, Unit 18 - "Predicting Outcomes"
 - b. Comprehension Activity Sheets 18A, 18B
 - c. Cassette Tape #18
 - d. Teacher's Handbook, pp. 18-19
5. SRA Mark II Reading Laboratory 2C
 - a. Listening Skills Builder, Cassette #10
 - b. Listening Skills Builder Record Page, Spirit Master 10
 - c. Teacher's Handbook, p. 71
 - d. Rate Builders
6. SRA Listening Language Laboratory 2C
7. "Rifle Safety," Appendix A

V. DIRECTIONS TO THE INSTRUCTOR

INSTRUCTOR'S ACTIVITY

READINESS:

Introduce Subject

Use SRA Lesson Plan Card, Unit 18, to initiate discussion about predicting outcomes.

Read orally or paraphrase:
Part I: "Introducing Predicting Outcomes"

INSTRUCTION:

Use Part II: "Teaching Predicting Outcomes," SRA Lesson Plan Card, Unit 18, as an example for explaining this skill. Change emphasis in discussion from reading to listening.

Follow directions on card.
(omit references to magazine)

Stress:

1. Ability to predict outcomes is based on -
 - a. Noticing the facts that are given and ideas that are suggested by the speaker.
 - b. Your life experiences with similar situations.
2. Close relationship of ability to follow sequence of events to the ability to anticipate outcomes.
3. Have students listen to the following short selections and then pick the correct outcome from the choices on the board. Discuss which facts enabled them to make their choice. Discuss why the correct choice is logical.

Write on board:

- a. fell down on the ice.
- b. skated up in back of Joe.
- c. fell through the hole.

Bill loved danger. All day he had been trying to see how close he could skate to the hole in the ice without falling in. Joe kept warning him, but Bill didn't listen. Angrily, Joe started to leave the pond. Suddenly Bill --

Write on board:

- a. thinking about what to build
- b. building his house
- c. planning his house

Tom has always like to make things. But what he wanted to do most of all was to build a house. He had even bought the plans for his house. He knew where it would be and what it would look like. Then one day a friend gave Tom a lot of good wood. Tom immediately began --

DRILL AND PRACTICE:

1. Have students listen to the first three paragraphs in the box "What's Going to Happen?" on the front of SRA Lesson Plan Card, Unit 18.
 Have students select correct outcome from multiple-choices provided.
2. Have students listen to situations described in Part IV: "Optional Activity," on the back of SRA Lesson Plan Card, Unit 18, and orally discuss the logical outcomes which can be predicted. (answers may vary)
 Have students listen to "RIFLE SAFETY," I. NARRATION, Drill and Practice in Appendix B.
 Have students listen to II. SITUATIONS, Drill and Practice in Appendix A, and then make a prediction of a possible outcome.
4. Present SRA Listening Skills Builder 10 (10-15 minutes).

Read orally.

Read orally or write on board.

Read orally.

Read orally: I. NARRATION: "RIFLE SAFETY."

Read orally: II. SITUATIONS: 1-4.

Follow directions in SRA Teacher's Handbook, Reading Laboratory 2C, p. 71

Pass out: Spirit Master 10, Record Page.

Play: Listening Skills Builder Cassette #10.

Use discussion helps on p. 71, Teacher's Handbook, to examine other possible outcomes for this story:

- a. What do you think might have happened if Mumbet had acted angry and refused to do what the men wanted?
- b. What do you think might have happened if Mumbet had acted scared?
- c. What do you think could happen to the horse?

EVALUATION:

1. Discuss correct answers to SRA Listening Skills Builder 10: 1-b, 2-c; 3-a; 4-b; 5-b; 6-c.
2. Note accuracy of individual student's responses to Drill and Practice activities.

Keep check-list.

VI. PRESCRIPTIONS FOR INDIVIDUAL PRACTICE

| TOPIC | MATERIALS | INSTRUCTIONS | GROUPING |
|--|---|--|------------------------------|
| Predicting Outcomes | SRA Skills Series: Comprehension A. Cassette #18 B. Comprehension Activity Sheets 18A, 18B C. Teacher's Handbook, p. 19 | Same as Lesson "Following Directions" | Individual |
| Using Interest to Promote Listening | SRA Listening Language Laboratory, 2C SRA Mark II Reading Laboratory, 2C Rate Builders | Same as Lesson "Auditory Awareness" Same as Lesson "Auditory Awareness" | Individual Individual |

VII. FOLLOW-UP ACTIVITIES

See Activities Listed Under "Follow-Up Activities"

PRECEDING PAGE BLANK-NOT FILMED

APPENDIX A
VERBAL SKILLS CURRICULUM
WORKSHEETS

Note: Worksheets are sequenced in the following order:

Module
Lesson
Drill and Practice
Prescription

NAVY VOCABULARY
Lesson 1

Prescription Worksheet 1

DIRECTIONS: Read the passage titled "Mail Systems" aloud to another student.
Read and discuss the questions listed below.

"Mail Systems"

"A vast amount of . . ."
(begin)

(selection found in Bluejackets' Manual, p. 505)

". . . morale of U.S. or Alli ces."
(stop)

Questions:

1. What do you call people who are designated to carry mail?
2. What do the letters FPO stand for?
3. Who reads all overseas mail during a time of war?
4. What does the word delete mean?
5. Why do you think location, identity and movement of ships would be censored?
6. Is criticism of U.S. or Allied equipment important information to censor? Why?
7. What is morale?
8. How does a casualty to personnel differ from a casualty to material?
9. Who are our allies?
10. Why are these fleet post offices in both New York and San Francisco?

Adapted from Bluejackets' Manual, (20th ed.) p. 505.

NAVY VOCABULARY
Lesson 1

Prescription Worksheet 2

DIRECTIONS: Read the following passage found in Bluejackets' Manual aloud to another student. Read and discuss the questions listed below.

"Radio Discipline"

"Listening before transmitting . . ."
(begin)

(selection found in Bluejackets' Manual, p. 499)

". . . may cause a single interruption."
(stop)

Questions:

1. What is the first thing you must do before starting radio transmission?
Why?
2. How should you speak into the microphone?
3. Why should you momentarily pause during transmission?
4. Why is there a microphone button? How does it work?
5. What does override mean?
6. What is "big time" radio?
7. Why do you think you should keep the headset volume low?
8. What does unintentional mean?
9. What word means the regulation or adjustment of the voice by raising or lowering pitch?
10. How does Navy radio communication differ from "big time" radio?

Adapted from Bluejackets' Manual (20th ed.) p. 499

NAVY VOCABULARY
Lesson 1

Prescription Worksheet 3

DIRECTIONS: Read these sentences aloud to another student. Have that student say the proper word that goes in the blank.

1. In the Navy a new recruit is called a _____.
2. _____, the raising and lowering of the flag, occur at 0800 hours and sunset.
3. _____ are used like money at the exchange to buy personal items.
4. The day begins at 0530 with _____.
5. In the galley, food is served from the _____.
6. To do a task quickly is to do it _____.
7. A sailor's clothing and equipment are his _____.
8. After cleaning detail, the barracks should be in _____.
9. The sailor is given a locker on board ship where he can _____ his gear.
10. Sailors gladly crawl into their _____ at night.
11. A water fountain on board ship is called a _____.
12. Men wash dishes in the _____.
13. A companion on board ship is called a _____.
14. Another name for food is _____.
15. Metal polished by sailors is called _____.

NAVY VOCABULARY
Lesson 2

Drill and Practice Worksheet

DIRECTIONS: Answer right and wrong to the following statements.

1. The bulkhead is the ceiling.
2. A porthole is a window.
3. Athwartships is fore and aft on a ship.
4. An opening in the floor is a hatch.
5. Sailors sleep in the crew's quarters.
6. A sailor's bed is called a space.
7. A passageway can run fore and aft or athwartships.
8. An opening in the bulkhead is a hatch.
9. The overhead is the ceiling.
10. Rooms on a ship are called quarters.

NAVY VOCABULARY
Lesson 2

Prescription Worksheet 1

DIRECTIONS: Read the following sentences aloud to your partner. Supply the correct word in the blank.

1. Rooms on a ship are called _____.
2. A sailor sleeps in a _____.
3. The floor of a compartment is called the _____.
4. The crews' sleeping area is called their _____.
5. The ceiling aboard ship is the _____.
6. The walls of a ship are called _____.
7. A door on board ship is a _____.
8. _____ serve as windows on a ship.
9. Hallways on a ship are known as _____.
10. The direction from one side of the ship to another is _____.

NAVY VOCABULARY
Lesson 2

Prescription Worksheet 2

DIRECTIONS: Match the proper Navy term on the right with the civilian term on the left. Write the correct letter in the space.

| <u>Civilian Term</u> | <u>Navy Term</u> |
|----------------------|-----------------------|
| 1. wall _____ | a. compartment, space |
| 2. hall _____ | b. bunk, berth |
| 3. floor _____ | c. quarters |
| 4. room _____ | d. overhead |
| 5. bed _____ | e. bulkhead |
| 6. door _____ | f. porthole |
| 7. window _____ | g. hatch |
| 8. ceiling _____ | h. deck |
| 9. living area _____ | i. athwartships |
| 10. across _____ | j. passage |

NAVY VOCABULARY
Lesson 2

Prescription Worksheet 3

DIRECTIONS: Open your Bluejackets' Manual to page 200. Read the first two paragraphs on p. 200 aloud to another student. Discuss and answer the following questions.

1. What does a person go up to get from the dock to the ship?
2. What is the name given to anything above the main deck?
3. What is the name for the forward part of the main deck?
4. What is the "centerline?"
5. What would it mean if my mate were "outboard" of me?
6. Why would a ship be called a "broken-deck" ship?
7. What part of the ship serves as an entrance hall?
8. In what ways is a ship like a building? In what ways is it different from a building?
9. Name the different sections of the main deck.
10. Take your partner on an imaginary tour of a ship. Tell him/her the different directions on board and the parts of the ship.

NAVY VOCABULARY
Lesson 2

Prescription Worksheet 4

DIRECTIONS: Open your Bluejackets' Manual to page 204. Read the section on "Compartmentation and Watertight Integrity," pp. 204-205, aloud to another student. Discuss and answer the following questions.

1. The hull is divided into a series of _____ compartments which protect the ship in the event of damage.
2. The _____ is the point at which the bottom meets the side of the hull.
3. Cargo ships have _____ spaced watertight bulkheads.
4. The double bottoms of large ships are divided into _____.
5. What is the "collision bulkhead?"
6. How does a person know when not to open a watertight hatch?
7. What group is responsible for maintenance of the watertight integrity of a ship?
8. How is the double-bottom compartmentation different for armored hulls?
9. Why isn't a ship totally divided into watertight compartments?
10. Discuss the ways in which ships are protected from flooding.

NAVY VOCABULARY
Lesson 3
Drill and Practice Worksheet

- | | | |
|----------------|-------------------|----------------|
| 1. bow | 2. hall | 3. topside |
| row | hull | topsy |
| cow | hill | tipsy |
| 4. department | 5. blockheads | 6. vocal |
| compartment | bulkheads | focal |
| apartment | bookheads | forecastle |
| 7. quarterback | 8. mistake | 9. aft |
| quarterdeck | misdate | off |
| quartered | messdeck | oft |
| 10. ceremonies | 11. accompaniment | 12. vassel |
| cemeteries | accommodation | whistle |
| sermons | acclamation | vessel |
| 13. star | 14. leaders | 15. partitions |
| shore | ladders | petitions |
| stern | latters | partisans |
| 16. fatality | 17. ailing | 18. passengers |
| fanatic | island | passages |
| fantail | eyelid | passive |

NAVY VOCABULARY
Lesson 3
Prescription Worksheet 1

DIRECTIONS: There are 12 Navy words in the puzzle below. Find each word, circle it, and use it in an English sentence that shows that you know what the word means. The first one is done for you.

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| F | T | S | B | U | L | K | H | E | A | D | S | R | P | O |
| A | O | P | P | U | L | T | C | N | V | E | S | S | E | L |
| N | A | B | C | Y | A | Z | P | Y | F | C | T | N | H | S |
| T | O | P | S | I | D | E | E | L | V | K | G | C | D | S |
| A | U | R | D | D | D | U | R | Z | I | S | L | A | N | D |
| I | J | A | F | T | E | B | W | K | S | T | A | C | K | S |
| L | V | A | Q | C | R | Z | B | E | O | E | J | W | I | M |
| T | I | L | O | Q | S | P | O | V | E | R | H | E | A | D |
| S | W | K | P | T | H | X | W | N | R | N | F | M | S | G |

1. The after part of the main deck is the fantail.

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

NAVY VOCABULARY
Lesson 3
Prescription Worksheet 2

DIRECTIONS: There are 10 Navy words on this worksheet. However, the words are split. Draw a line from a word in the first column to a word in the second column to form the Navy vocabulary word. Write the complete word in the third column. Write sentences with these words at the bottom of the page.

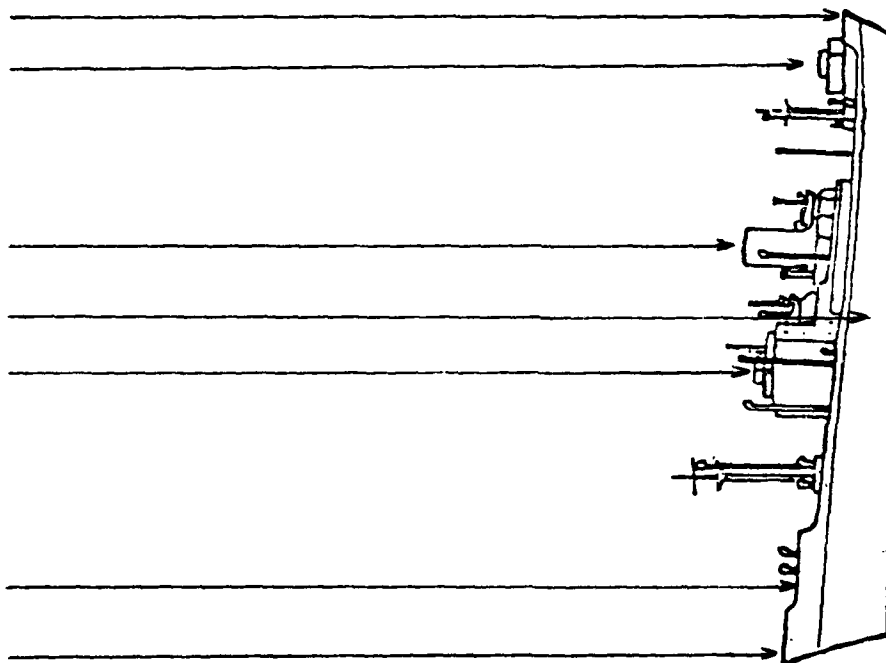
| | | |
|---------|-----------|------------|
| QUARTER | CASTLE | forecastle |
| FORE | HEADS | |
| FAN | BOARD | |
| BULK | SIDE | |
| PASS | LAND | |
| TOP | SHIPS | |
| SUPER | DECK | |
| IS | TAIL | |
| AMID | STRUCTURE | |
| STAR | AGES | |

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

NAVY VOCABULARY
Lesson 3

Prescription Worksheet 3

DIRECTIONS: Write the name of the ship's parts that were studied in this lesson.



Source: American Language Course: Navy Terminology-Seamanship, Vol. 9600-1,
Defense Language Institute, 1975.

NAVY VOCABULARY
Lesson 4

Prescription Worksheet 1

DIRECTIONS:

Alternate reading the acronyms aloud with another student. Supply the definitions.

1. MOTOUR - _____
2. LORAN - _____
3. SAT - _____
4. TEDUIN - _____
5. POSMO - _____
6. CONUS - _____
7. NAVREGS - _____
8. UNREP - _____
9. SONAR - _____
10. BUPERS - _____
11. TAD - _____
12. RADAR - _____
13. SECNAV - _____
14. UNSAT - _____
15. VERTREP - _____

NAVY VOCABULARY
Lesson 4

Prescription Worksheet 2

DIRECTIONS:

Alternate reading the definitions aloud with another student. Supply the proper acronym.

1. _____ - Motivational Training
2. _____ - Bureau of Personnel
3. _____ - Vertical Replenishment
4. _____ - Temporary Additional Duty
5. _____ - Satisfactory
6. _____ - Positive Motivation
7. _____ - Unsatisfactory
8. _____ - Secretary of the Navy
9. _____ - Continental United States
10. _____ - Navy Regulations
11. _____ - Underway Replenishment
12. _____ - Radio Detection and Ranging
13. _____ - Long Range Electronic Navigation
14. _____ - Sound Navigation and Ranging
15. _____ - Temporary Duty for Instruction

NAVY VOCABULARY

Lesson 4

Prescription Worksheet 3

DIRECTIONS: Find the acronyms from the lesson on the puzzle and circle them.
Can you find some other Navy words too? Write the words you find
in the spaces below.

D A N C H O R T A D H E A D

B R C T E D U I N S A B L A

A P O S M O L S T A T U C T

S D N A V Y C H I T C N I M

E E U B U N R E P C H K M A

C C S O N A R T L C M A S T

N K I W A T C H E P O R T E

A P F E V O U N S A T A D S

V E R T R E P D U L O R A N

R B U P E R S F X O U Q F H

P T L O G N R A D A R O P E

L A U N S A T G M E R T H D

| | | |
|--|--|--|
| | | |
| | | |
| | | |
| | | |
| | | |

NAVY VOCABULARY
Lesson 4

Prescription Worksheet 4

DIRECTIONS: Read the sentences to another student. Have your partner supply the correct acronym. Record answers.

1. An enlisted person's service record is kept at _____.
2. The sailor did well during his electronics training and was given a _____ on his performance.
3. Because of his negative attitude, the recruit was sent for _____ sessions.
4. The ship spotted an unidentified airplane on its _____ screen.
5. In the Navy all shore activities, forces, and bases are under the control of _____.
6. The submarine sounded the depths of the water with its _____ equipment.
7. Although most service school assignments involve a permanent change of station, some are made on a _____ basis.
8. Cargo-carrying helicopters are used for _____ of ships.
9. The rotation for enlisted women is identified as OUTUS - outside the continental limits of the United States - or if inside - _____.
10. _____ systems provide a means of obtaining accurate navigational positions from radio signals from land-based transmitters.

BUPERS
CONUS
LORAN
MOTOUR
NAVREGS
POSMO
RADAR

SAT
SECNAV
SONAR
TAD
TEDUIN
UNREP
UNSAT
VERTREP

NAVY VOCABULARY
Lesson 5

Prescription Worksheet 1

DIRECTIONS: Alternate reading the initials aloud with another student.
Supply the definitions.

1. CC - _____
2. IT - _____
3. LCM - _____
4. LCU - _____
5. OOD - _____
6. POD - _____
7. QM - _____
8. XO - _____
9. PMS - _____
10. PCS - _____
11. NEC - _____
12. LCP - _____
13. JOOD - _____
14. CNO - _____
15. AGM - _____

NAVY VOCABULARY
Lesson 5

Prescription Worksheet 2

DIRECTIONS: Alternate reading the definitions aloud with another student.
Supply the proper initials.

1. _____ - Executive Officer
2. _____ - Planned Maintenance System
3. _____ - Permanent Change of Station
4. _____ - Navy Enlisted Code
5. _____ - Landing Craft, Personnel
6. _____ - Junior Officer of the Deck
7. _____ - Chief of Naval Operations
8. _____ - Air-to-ground Missile
9. _____ - Company Commander
10. _____ - Intensive Training
11. _____ - Landing Craft, Mechanized
12. _____ - Landing Craft, Utility
13. _____ - Officer of the Deck
14. _____ - Plan of the Day
15. _____ - Quartermaster

NAVY VOCABULARY
Lesson 5

Prescription Worksheet 3

DIRECTIONS: In addition to the initials you will hear in the Navy language, the everyday language in the United States contains many initials. How many of these can you name?

1. CIA - _____
2. TV - _____
3. NBC - _____
4. CB - _____
5. TB - _____
6. FBI - _____
7. USC - _____
8. RN - _____
9. NFL - _____
10. PA - _____
11. NBA - _____
12. ABC - _____
13. GOP - _____
14. US - _____
15. mph - _____
16. ok - _____
17. TVA - _____
18. LA - _____
19. PO - _____
20. KO - _____
21. TD - _____
22. CD - _____
23. POW - _____

NAVY VOCABULARY
Lesson 5

Prescription Worksheet 4

DIRECTIONS: Open your Bluejackets' Manual to page 287. Read the section under "Underway Watch" on pp. 287 and 290 aloud to another student. Answer the following questions.

1. List the seven underway watches.
2. What are the duties of the CDO?
3. Who is in charge of the ship?
4. What does CIC stand for?
5. What are the duties of the EOW?
6. Which watch is in control of watertight integrity?
7. Who is the TAO? What are his duties?
8. Of what does a "bare-bones watch" consist? When is this used?

NAVY VOCABULARY
Lesson 6

Prescription Worksheet 1

MATCHING:

The pronunciations of this lesson's words are given at the left. Match the pronunciation with the proper word. Record the letter in the space. (The accented syllable is underlined.)

- | | | |
|-----------------------|-------|---------------|
| 1. <u>loo</u> -ard | _____ | a. corps |
| 2. <u>cox</u> -un | _____ | b. boatswain |
| 3. <u>gun</u> -l | _____ | c. forecastle |
| 4. <u>bo</u> -sun | _____ | d. Greenwich |
| 5. <u>core</u> | _____ | e. leeward |
| 6. <u>key</u> | _____ | f. coxswain |
| 7. <u>yo</u> -man | _____ | g. gunwale |
| 8. <u>led</u> | _____ | h. quay |
| 9. <u>fo</u> -sul | _____ | i. ensign |
| 10. <u>en</u> -sin | _____ | j. tackle |
| 11. <u>take</u> -ul | _____ | k. lead |
| 12. <u>gren</u> -itch | _____ | l. yeoman |

NAVY VOCABULARY
Lesson 6

Prescription Worksheet 2

DIRECTIONS: The scrambled words below are Navy words with unusual pronunciations. Unscramble the words; write them in the second column. In the third column, write the number(s) in The Bluejackets' Manual where the word is mentioned.

| | <u>Vocabulary Word</u> | <u>Page in Bluejacket</u> |
|----------------|------------------------|---------------------------|
| 1. dale | _____ | _____ |
| 2. weldare | _____ | _____ |
| 3. uaqy | _____ | _____ |
| 4. nwealug | _____ | _____ |
| 5. sproc | _____ | _____ |
| 6. mayone | _____ | _____ |
| 7. chignerwe | _____ | _____ |
| 8. kelcat | _____ | _____ |
| 9. sinneg | _____ | _____ |
| 10. cotlefsare | _____ | _____ |
| 11. cnxwaiso | _____ | _____ |
| 12. tabnowsai | _____ | _____ |

DIRECTIONS: Write sentences using at least 8 of the words above.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

NAVY VOCABULARY
Lesson 6

Prescription Worksheet 3

DIRECTION: Open your Bluejackets' Manual to p. 79. Read the section on "Colors," page 79 aloud to another student. Answer the following questions.

1. When are the national ensign and the union jack raised and lowered? What are these called?
2. For what does SDPA stand?
3. At colors what call does the bugle sound?
4. What duties does a boatswain's mate of the watch have at colors?
5. In paragraph 2, what does the word "respectively" mean?
6. Why does the time for evening colors vary?
7. At colors, what actions do personnel in rank take?
8. What is the reason for the actions taken at colors?

NAVY VOCABULARY
Lesson 7
Drill and Practice Worksheet

- | | | | |
|---------------|---------------|---------------|---------------|
| 1. automobile | 2. arm | 3. raffle | 4. bore |
| automatic | aim | rival | bare |
| automat | am | rifle | boor |
| 5. pullet | 6. cavalier | 7. gripe | 8. firing |
| ballet | caliper | grip | faring |
| bullet | caliber | grape | fearing |
| 9. stock | 10. cartilage | 11. tiger | 12. finish |
| stack | cartridge | trigger | flash |
| stuck | carriage | chigger | trash |
| 13. nuzzle | 14. breech | 15. pistol | 16. magnesium |
| muzzle | beach | piston | magazine |
| muscle | bridge | pedestal | margarine |
| 17. barrel | 18. bit | 19. safely | 20. ejection |
| borrow | bat | savory | injection |
| barrier | butt | safety | rejection |
| 21. ridge | 22. sling | 23. record | 24. change |
| rage | string | recoil | chamber |
| range | slink | recount | champion |
| 25. sights | 26. supporter | 27. discharge | 28. academy |
| sites | supplier | distraught | accuracy |
| cities | suppressor | disclose | acuity |

NAVY VOCABULARY
Lesson 7
Prescription Worksheet 1

DIRECTIONS: Read these questions to another student. Have that student answer and record the answer. Check the answer with the key.

1. When you shoot, where does the bullet come out of the barrel?

2. What is the rubber pad on the stock called? _____
3. What do you pull back to fire a rifle? _____
4. What is your rifle made of? _____, _____,
_____, and _____
5. What do you call the part used for sniping at the front end of the
the muzzle? _____
6. What is the name for the opening inside the barrel? _____
7. What helps to steady the rifle when you shoot? _____
8. What part holds bullets before they are put in the firing chamber?

9. What is the name for the rear end of the barrel? _____
10. What causes the bullet to spin as it travels down the barrel?

DIRECTIONS: The scrambled words listed below were read in the narration "The Rifle." Unscramble the words; write them in a second column. In the third column, write the number of the page(s) in The Blue-jackets' Manual where the word is mentioned.

| | <u>VOCABULARY WORD</u> | <u>PAGE IN BLUEJACKET</u> |
|---------------|------------------------|---------------------------|
| 1. ocskt | stock | |
| 2. girgtre | | |
| 3. gsiln | | |
| 4. orbe | | |
| 5. eagrn | | |
| 6. zuzlme | | |
| 7. etsfay | | |
| 8. shgtis | | |
| 9. eazmigan | | |
| 10. atouamtci | | |
| 11. cheber | | |
| 12. tubt | | |
| 13. ginfir | | |
| 14. pirg | | |
| 15. cleabir | | |

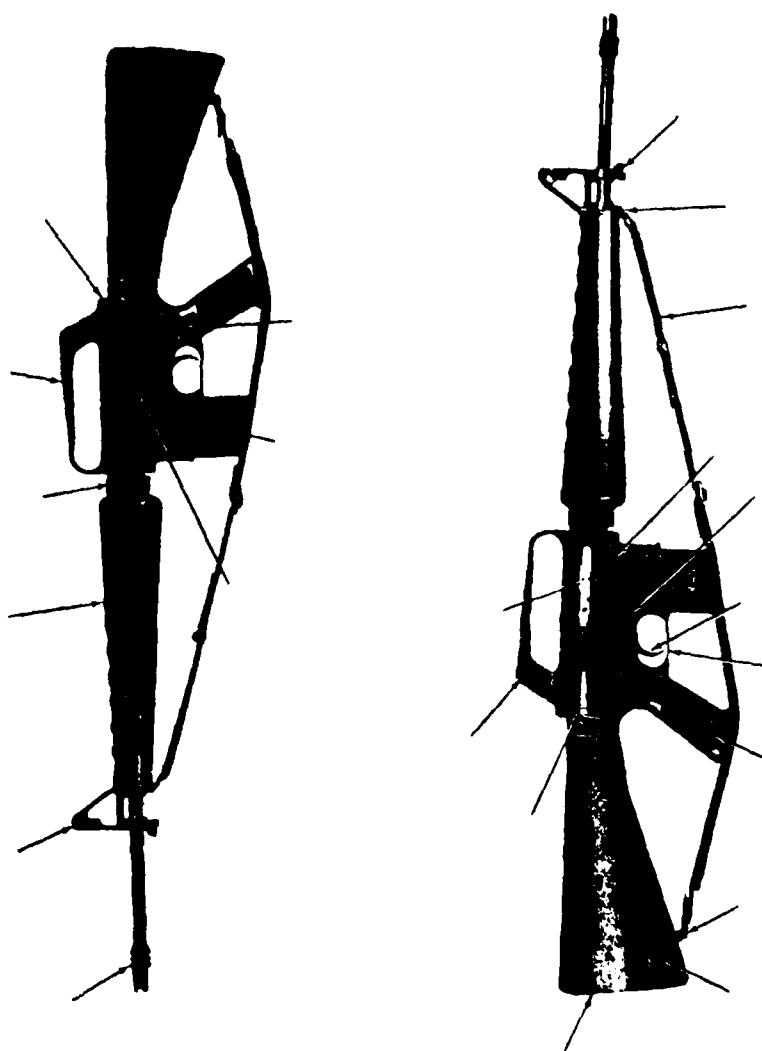
DIRECTIONS: Write sentences using at least 10 of the words above.

1. _____
2. _____
3. _____
4. _____
5. _____

NAVY VOCABULARY
Lesson 7

Prescription Worksheet 3

DIRECTIONS: Write the names of the parts of the rifle that were studied in this lesson.



Source: Basic Military Requirements, NAVTRA 10054-D, 1973.

NAVY VOCABULARY
Lesson 8

Drill and Practice Worksheet

- | | | |
|---------------|---------------|-------------|
| 1. bow | 2. sell | 3. shame |
| doe | see | chain |
| beau | sea | chin |
| 4. deck | 5. pot | 6. duck |
| desk | port | dark |
| beck | part | dock |
| 7. sheep | 8. bites | 9. lies |
| chip | butts | lines |
| ship | bitts | rinds |
| 10. bier | 11. fast | 12. captain |
| pier | fest | caption |
| peer | fist | capstan |
| 13. moored | 14. clock | 15. uncle |
| bored | shock | ankle |
| moved | chock | anchor |
| 16. billards | 17. housed | 18. lacquer |
| dollars | hazed | locker |
| bollards | hosed | looker |
| 19. wince | 20. underling | 21. stowed |
| winch | underwear | stewed |
| wrench | underway | stored |
| 22. watergate | 23. hauling | 24. mooing |
| waddling | hallway | nothing |
| waterline | nailing | mooring |

NAVY VOCABULARY
Lesson 8

Prescription Worksheet 1

DIRECTIONS: Fill in the blank with the proper Navy word.

1. An _____ is a heavy object used to keep the ship from drifting.
2. The mooring line goes through a _____ on deck at the side of the ship.
3. A ship that is moving is said to be _____.
4. The Navy word for rope is _____.
5. To _____ a ship is to tie it to a pier.
6. The point at which the hull of a ship meets the water is called the _____.
7. The anchor chain is _____ when it is all the way up.
8. A _____ is a powerful machine for pulling, used to haul in the anchor.
9. A ship may be moored alongside a _____ or away from land.
10. Mooring lines are tied to, or _____, to bollards on the deck.

NAVY VOCABULARY
Lesson 8

Prescription Worksheet 2

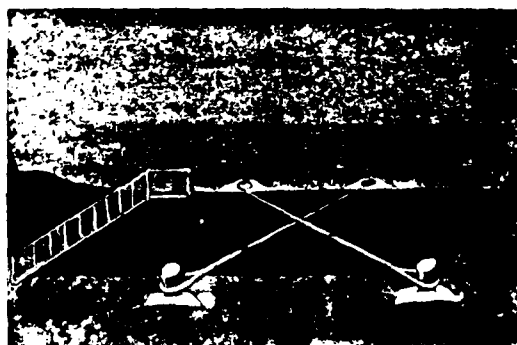
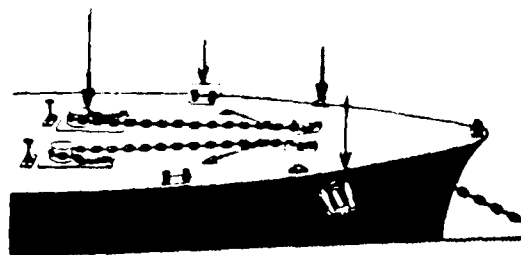
DIRECTIONS: Fill in the blanks in the following sentences with the correct Navy words.

1. On deck, mooring lines are tied to _____.
2. The line goes through a _____ on deck at the side of the ship.
3. The Navy word for rope is _____.
4. A ship that is not moving is said to be at _____.
5. Ships are made fast to docks with _____ lines.
6. On the dock the line is made fast to a _____.
7. An _____ is dropped from a ship to keep it from drifting.
8. The point at which the hull of a ship meets the water is called the _____.
9. The _____ holds the ship by catching on the bottom of the sea.
10. The anchor chain is _____ when it is all the way up.
11. Aboard ship the chain is stowed in the _____.
12. The anchor is pulled aboard ship by a powerful machine called a _____.
13. _____ are used to hold the ship to the dock.
14. The _____ runs between the ship and the anchor.
15. A _____ is a structure that extends from land into the water where ships tie up.

NAVY VOCABULARY
Lesson 5

Prescription Worksheet 3

DIRECTIONS: Write the name of the parts of the ship and dock that were studied in this lesson.



Source: Navy Life Book 2, NAVPERS 16156-B.
American Language Course: Navy Terminology-Seamanship, Vol. 9600-1,
Defense Language Institute, 1975.

NAVY VOCABULARY
Lesson 9

Prescription Worksheet 1

DIRECTIONS: Find the phrase in the second column which matches the word in the first. Write the letter in the blank.

- | | | |
|------------------|-------|--|
| 1. draft | _____ | a. water level along the hull |
| 2. frames | _____ | b. largest part of the ship |
| 3. hull | _____ | c. a vertical post to which the keel is attached |
| 4. shell plating | _____ | d. serves as ribs in a ship |
| 5. waterline | _____ | e. athwartships balance of ship |
| 6. list | _____ | f. backbone of the ship |
| 7. keel | _____ | g. imbalance from bow to stern |
| 8. freeboard | _____ | h. metal pieces, welded together to form skin |
| 9. stem | _____ | i. distance from waterline to main deck |
| 10. out of trim | _____ | j. vertical distance from keel to the waterline |
| | | k. afloat with proper draft balance |

NAVY VOCABULARY
Lesson 9

Prescription Worksheet 2

DIRECTIONS: Alternate reading the following sentences aloud with another student. Circle the answer which best completes the sentence.

1. The hull is the ^(smallest)
(heaviest) part of the ship.
(largest)
2. The water level along the hull of a ship afloat is the ^(floater)
(draft).
(waterline)
3. The draft is the distance from the keel to the ^(freeboard)
(main deck).
(waterline)
4. ^(Boards)
(Shell platings) are welded together to form a watertight skin.
(Frames)
5. The hull consists of the skin and the ^(keel)
(framework).
(sternpost)
6. List refers to the ^(athwartships)
(amidships) balance of a ship.
(fore and aft)
7. ^(Frames)
(Keels) serve as ribs, like in the human body, on a ship.
(Trims)
8. Trim and ^(draft)
(list) are important to watch while loading cargo.
(stem)
9. The main structural part of the hull is the ^(keel)
(frame).
(in)
10. Freeboard, draft, and ^(waterline)
(list) change with the weight of the cargo
(tide)
load of a ship.

NAVY VOCABULARY
Lesson 9

Prescription Worksheet 3

DIRECTIONS: Open your Bluejackets' Manual to page 200. Read the first 3 paragraphs on "Basic Ship Structure," pp. 200, 201 aloud to another student. Discuss and answer the following questions. Record your answers.

1. What is the gunwale?
2. What is the bilge?
3. What is the shape of ships designed for high-speed operations?
4. What about the shape of an aircraft carrier gives it greater carrying capacity?
5. Why are submarines rounded in sections?
6. How do ships with armored hulls differ from those with unarmored hulls?
7. Can you think of any changes in the shape or design of ships that might be an improvement?

NAVY VOCABULARY
Lesson 9

Prescription Worksheet 4

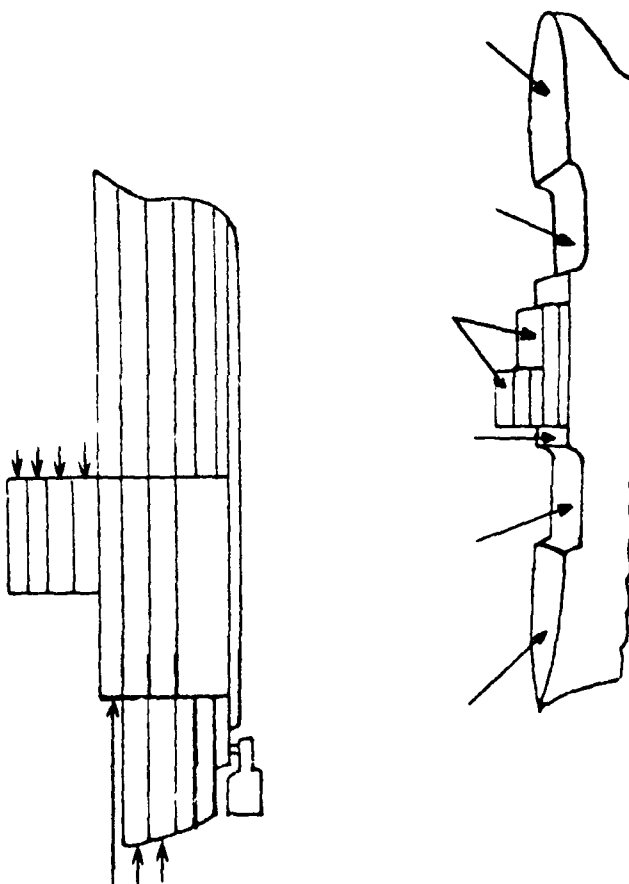
DIRECTIONS: Open The Bluejackets' Manual to page 220. Read the four paragraphs on "Ships" aloud to another student. Discuss and answer the questions below. Record your answers.

1. Approximately how many vessels does the Navy have? Into what categories are these vessels divided?
2. Name 3 things a ship number can tell you about a ship.
3. In the designation CGN 39, what does the C mean? The G? The N?
4. When is the designation of a ship used?
5. Why do you think ships are given nicknames?

NAVY VOCABULARY
Lesson 10

Prescription Worksheet 1

DIRECTIONS: Label the decks of the ship.



Source: American Language Course: Navy Terminology-Seamanship, Vol. 9600-1,
Defense Language Institute, 1975.

NAVY VOCABULARY
Lesson 10

Prescription Worksheet 2

DIRECTIONS: Read the sentence aloud to another student. Have that student supply the correct term. Record your answer in the blanks.

1. A _____ is a solid fence along the gunwale of the weather deck.
2. In an aircraft carrier the uppermost complete deck is the _____.
3. A _____ is any partial deck between complete deck.
4. The _____ is a partial deck above the main deck located all the way aft.
5. The _____ is located amidships and extends from side to side above the main deck.
6. The second complete deck below the main deck is the _____.
7. Aircraft take off and land from the _____.
8. The _____ is the deck above the main deck at the bow.
9. Aircraft are stowed and serviced in the _____.
10. A half deck takes its number plus 1/2 from the deck _____.

NAVY VOCABULARY
Lesson 10

Prescription Worksheet 3

DIRECTIONS: Open your Bluejackets' Manual to page 202. Read the 5 paragraphs on p. 202 aloud to another student. Answer the following questions.

1. Name some compartments on board ship that are referred to as rooms.
2. What is used to strengthen decks?
3. What purposes does the wood covering on the weather deck serve?
4. Define "cambered."
5. How are decks named?
6. The partial deck at the bow is given what name?
7. What decks are included in the name "weather deck?"
8. What is a protective or splinter deck?

NAVY VOCABULARY
Lesson 10

Prescription Worksheet 4

DIRECTIONS: Open your Bluejackets' Manual to page 205. Read the passage "Ships Built Before 1949" on pages 205, 206 aloud to another student. Discuss and answer the following questions.

"Ships Built Before 1949"

Refer in questions 1-3 to: Compartment B-316 E

1. On what deck will this compartment be found?
2. Is this compartment found on the starboard or port side of the ship?
3. What is the primary use of the compartment?
4. List the 3 divisions of a ship.
5. How are decks above the main deck numbered?
6. Write the number of a compartment in the engineering space of the second deck down, compartment #12, used for machinery.

NAVY VOCABULARY
Lesson 11

Drill and Practice Worksheet 1

DIRECTIONS: Listen to the sentences read by the instructor. Decide which definition applies.

- A. PORT
 - 1. Left.
 - 2. A harbor.
 - 3. An airport.
- B. GEAR
 - 1. A sailor's clothing and equipment.
 - 2. A mechanized part of a car or vehicle.
- C. HOLD
 - 1. The barge cargo storage space within a ship, below the deck.
 - 2. To stay where you are.
 - 3. To grasp something.
- D. ENSIGN
 - 1. A Commissioned Officer of the lowest rank.
 - 2. The flag of our country.
- E. LAUNCH
 - 1. A power boat used for transporting personnel between ship and the shore.
 - 2. To propel or send a missile or torpedo.
 - 3. To float a new ship off the ways in a shipyard.
- F. HEAD
 - 1. A compartment containing toilet facilities.
 - 2. Someone in charge.
- G. HITCH
 - 1. An enlistment period.
 - 2. A rope tie or knot.
- H. INTELLIGENCE
 - 1. Information, usually about the enemy and often classified as secret, top secret or confidential.
 - 2. A person's mental ability.
- I. LIST
 - 1. To lean in a direction.
 - 2. A number of things written on paper.
- J. LOG
 - 1. A written summary of events on board ship recorded as they occur.
 - 2. A ship's speed indicator.
 - 3. To make a certain speed.
- K. MAGAZINE
 - 1. A space where ammunition is stored.
 - 2. The clip of a gun which holds the bullets.
 - 3. The paperbacked publication containing stories and articles.
- L. MANUAL
 - 1. A book giving information and instructions.
 - 2. Operation of something by the hands or by non-automatic means.
- M. PIPE
 - 1. The silver whistle used by the Boatswain's Mate for call to attention.
 - 2. The act of using the pipe as a call.
 - 3. The rounded instrument used for smoking tobacco.

NAVY VOCABULARY
Lesson 11

Prescription Worksheet 1

DIRECTIONS: Find the word or phrase in the second column which matches the word in the first. Write the letter in the blank.

- | | | |
|------------------|-------|--------------------------------------|
| 1. manual | _____ | a. large cargo storage space |
| 2. ensign | _____ | b. left |
| 3. port | _____ | c. a rope tie |
| 4. magazine | _____ | d. to send a missile |
| 5. gear | _____ | e. operation of something by hand |
| 6. log | _____ | f. a person's mental ability |
| 7. hold | _____ | g. periodical publication |
| 8. list | _____ | h. to lean |
| 9. launch | _____ | i. a sailor's clothing and equipment |
| 10. intelligence | _____ | j. ship's speed indicator |
| 11. hitch | _____ | k. our nation's flag |
| 12. head | _____ | l. someone in charge |

NAVY VOCABULARY
Lesson 11

Prescription Worksheet 2

DIRECTIONS: Consult Improving Your Navy Reading Skills pp. 79-81 for word definitions. Alternate reading the following sentences aloud with another student. Decide which definition of the word fits the sentence and write the number of that definition in the blank.

- | | | |
|-----------------|-------|---|
| 1. head | _____ | In the morning the sailors wash and shave in the head. |
| 2. hitch | _____ | A lesson on hitches and knots was taught in the class. |
| 3. intelligence | _____ | The coxswain showed her intelligence by her skillful handling of the emergency. |
| 4. list | _____ | After being hit by enemy fire, the ship had a strong starboard list. |
| 5. log | _____ | The log showed a speed of 18 knots. |
| 6. magazine | _____ | The magazine the sailor received from home had an article on the Navy. |
| 7. manual | _____ | The sailor consulted the manual on the way to tie a clove hitch. |
| 8. pipe | _____ | The instructor lit his pipe during a break. |
| 9. launch | _____ | The crew boarded the launch to get to shore. |
| 10. ensign | _____ | The ensign reported on the events of the day. |
| 11. port | _____ | The crew was happy to arrive in port after such a long time at sea. |
| 12. gear | _____ | The recruit was ordered to gather his gear and change compartments. |
| 13. hold | _____ | The sailor had to organize the cargo in the hold. |
| 14. port | _____ | The sailor on watch spotted a large whale off the port side of the ship. |

NAVY VOCABULARY
Lesson 11

Prescription Worksheet 3

DIRECTIONS: Consult Improving Your Navy Reading Skills pp. 79-81 for word definitions. Alternate reading the following sentences aloud with another student. Decide which definition of the word fits the sentence and write the number of that definition in the blank.

- | | | |
|-----------------|-------|---|
| 1. launch | _____ | The launching of the new ship was an exciting event. |
| 2. ensign | _____ | The national ensign was raised at 0800. |
| 3. gear | _____ | Without oil the gears of an engine would grind to a stop. |
| 4. hold | _____ | As I approach, someone shouted, "Hold it right there, sailor." |
| 5. port | _____ | We flew into our port of entry on schedule. |
| 6. launch | _____ | A torpedo was launched against the enemy submarine. |
| 7. head | _____ | The head of the USO spoke to the group on its activities. |
| 8. hitch | _____ | The Navy offers benefits for those who sign up for another hitch. |
| 9. intelligence | _____ | The intelligence reports showed enemy troop movements. |
| 10. list | _____ | A list of the sailors assigned to watch was posted on the bulletin board. |
| 11. log | _____ | The quartermaster recorded the events of the day in the log. |
| 12. magazine | _____ | The ammunition was loaded into the magazine. |
| 13. manual | _____ | There is much manual labor aboard a ship. |
| 14. pipe | _____ | The boatswain's mate piped the crew to attention. |

NAVY VOCABULARY
Lesson 11

Prescription Worksheet 4

DIRECTIONS: Open your Bluejackets' Manual to page 294. Read "Logs and Reports" and "Ship's Deck Log" aloud to another student. Answer the following questions.

Logs and Reports

1. What is the log?
2. Who supervises the keeping of the log?
3. Who writes the log?
4. Name the official records of a ship.
5. How are corrections made in the log?
6. What happens to the original and copy of the log?
7. Why is a log kept aboard a ship?

NAVY VOCABULARY
Lesson 12

Prescription Worksheet 1

DIRECTIONS: Match the definitions with the words on the left. Write the proper letter in the blank.

- | | | |
|------------------|-------|---|
| 1. rating | _____ | a. special duty assignment |
| 2. battery | _____ | b. movement of a ship up and down from the bow |
| 3. watch | _____ | c. to lift (anchor) |
| 4. knot | _____ | d. to make something fast |
| 5. berth | _____ | e. evaluation of a person's performance |
| 6. pitch | _____ | f. measure of the speed of a ship |
| 7. weigh | _____ | g. a message sent by radio |
| 8. range | _____ | h. source of stored electric power |
| 9. sweep | _____ | i. distance of an object from a point or observer |
| 10. shore | _____ | j. to clean with a broom |
| 11. transmission | _____ | k. where a ship ties up |
| 12. secure | _____ | l. the timber used in damage control |
| | | m. to haul down colors |

NAVY VOCABULARY - INSTRUCTOR'S COPY
Lesson 12

Prescription Worksheet 2

INSTRUCTOR: Read the following sentences to the students. They will circle the words they hear in the sentences. Read the sentences more than once if necessary.

1. The passing ship gave a wide berth to the coral reefs.
2. The radar sweep of the sea revealed no mines.
3. The seaman was assigned to the morning watch aboard the ship.
4. The recruit learned to make a square knot.
5. The ground tackle was used to weigh anchor.
6. The coxswain ordered the sailor to secure the line.
7. The strike on the enemy bases was on target.
8. The ship had a severe pitch during the storm.
9. A dead battery prevented the sailor from leaving on liberty.
10. The aircraft went out of the range of the radar screen.

NAVY VOCABULARY
Lesson 12

Prescription 2

DIRECTIONS: Circle a word that you hear in the sentence read by your instructor.

1. berth
bert
beth

6. secure
secume
sure

2. sweet
sweep
weep

7. slight
stripe
strike

3. what
which
watch

8. pitch
pit
patch

4. knot
not
knop

9. batting
battery
buttery

5. weigh
weight
whey

10. ranch
range
grange

NAVY VOCABULARY
Lesson 12

Prescription Worksheet 3

DIRECTIONS: Consult Improving Your Navy Reading Skills pp. 81-83 for word definitions. Alternate reading the following sentences aloud with another student. Decide which definition of the word fits the sentence and write the number of that definition in the blank.

- | | | |
|-----------------|-------|--|
| 1. shore | _____ | After sustaining damage to the ship, the crew attempted to shore the weather deck. |
| 2. range | _____ | A ship has a much greater range than a boat. |
| 3. watch | _____ | The afternoon watch begins at 1200. |
| 4. transmission | _____ | The radioman stood by on the bridge to receive the transmission from the mainland. |
| 5. rating | _____ | The sailor was given a good rating on his instrument training. |
| 6. sweep | _____ | The crew was instructed to sweep and swab the deck in the barracks. |
| 7. secure | _____ | The captain told the ensign to secure from cleaning the passages. |
| 8. pitch | _____ | The seaman sealed the decks with pitch. |
| 9. weigh | _____ | Before the cargo was loaded into the hold, it was weighed on the dock. |
| 10. battery | _____ | The forward main battery was cleaned and oiled to prepare for firing. |
| 11. berth | _____ | The sailor was assigned a berth on an aircraft carrier. |
| 12. knot | _____ | The ship cruised at 20 knots. |

NAVY VOCABULARY
Lesson 12

Prescription Worksheet 4

DIRECTIONS: Open your Bluejackets' Manual to page 285. Under "Watch, Quarter, and Station Bill" read the passage on "Watch Organization" aloud to another student. Answer the following questions.

Watch Organization

1. What is the name given to those assigned to watches?
2. What are the reasons for maintaining a watch, even if a ship is tied up in port?
3. To what does "watch" refer?
4. How many watches take place in a 24-hour day? List them.
5. What are the reasons for the 2 hour "dog watches?"
6. Why is the duty of the watchstander a very important one?

LANGUAGE FLUENCY
Lesson 2

Auditory Discrimination List

DIRECTIONS: Administer these items from a position behind the listener to eliminate available facial clues. Read each pair of words, one pair at a time. After each reading, instruct the listener to indicate whether the two words are the same or different. Record any errors by checking the appropriate block in the column provided.

| | <u>Error</u> | | <u>Error</u> |
|-------------------|--------------|----------------------|--------------|
| 1. log - lob | _____ | 21. fin - thin | _____ |
| 2. rig - rid | _____ | 22. hull - hole | _____ |
| 3. seal - feel | _____ | 23. bilge - bilge | _____ |
| 4. lock - lock | _____ | 24. lunch - launch | _____ |
| 5. thin - shin | _____ | 25. room - doom | _____ |
| 6. pass - path | _____ | 26. fall - fall | _____ |
| 7. sob - sod | _____ | 27. bell - bill | _____ |
| 8. nest - nest | _____ | 28. port - sort | _____ |
| 9. pipe - type | _____ | 29. aft - apt | _____ |
| 10. vick - thick | _____ | 30. bath - bash | _____ |
| 11. berth - girth | _____ | 31. spar - spar | _____ |
| 12. chit - chit | _____ | 32. duty - beauty | _____ |
| 13. jet - jet | _____ | 33. sell - shell | _____ |
| 14. pit - pick | _____ | 34. lass - lash | _____ |
| 15. thank - sank | _____ | 35. loathes - loaves | _____ |
| 16. hold - told | _____ | 36. reef - wreath | _____ |
| 17. hatch - hatch | _____ | 37. tan - ten | _____ |
| 18. bunk - hunk | _____ | 38. rope - rope | _____ |
| 19. lime - line | _____ | 39. sling - sling | _____ |
| 20. take - tape | _____ | 40. cough - cause | _____ |

LANGUAGE FLUENCY
Lesson 2

Drill and Practice Worksheet 1

DIRECTIONS: Listen to the description of officers' sleeve insignia. Write the letter of the description under the appropriate picture.



FLEET ADMIRAL



ADMIRAL



VICE ADMIRAL



REAR ADMIRAL



COMMODORE



CAPTAIN



COMMANDER

LIEUTENANT
COMMANDER



LIEUTENANT

LIEUTENANT
(JUNIOR GRADE)



ENSIGN

CHIEF
WARRANT
OFFICER

LANGUAGE FLUENCY
Lesson 3

Drill and Practice 1

"FIRE FIGHTING EQUIPMENT"

There are many different types of fire fighting equipment. One of the most common is the hose. Look at the sheet you are holding. You will see that there are two basic parts to this piece of equipment: the hose itself and the valve. The valve is usually made of metal and is used to turn the water on and off. Label the two parts of the hose.

An ax can also be used in fire fighting. It can be used to chop through to the fire. It is a very simple tool with only two parts: a head and a handle. The head is metal and the handle is usually wood. Write ax under the picture. Label the two parts of the ax.

A more sophisticated piece of fire fighting equipment is the fire extinguisher. There are different kinds of extinguishers but their construction is basically the same. There is a cylindrical container with chemical or water and a hose. Different extinguishers are used to put out different types of fires. Write fire extinguisher under the picture and draw an arrow to the hose and label it.

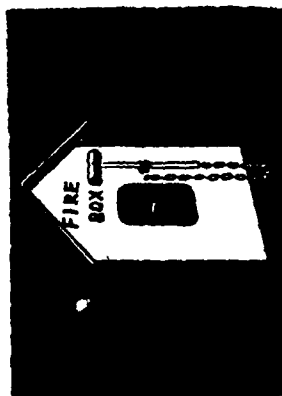
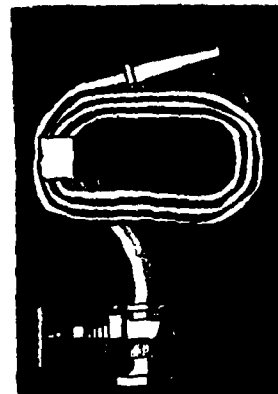
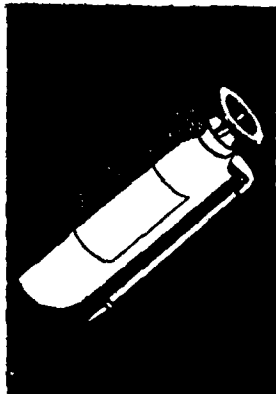
In the next picture you will see a fire alarm box. When there is a fire, you should call the fire-fighters immediately by following the instructions on the box. Sometimes this means taking the hammer and breaking the glass to hit the alarm. If you are alone you should inform at least one other person about the fire so that he can go for help.

LANGUAGE FLUENCY
Lesson 3

A-53

Drill and Practice Worksheet 1

DIRECTIONS: Listen to the instructor, and follow directions.



LANGUAGE FLUENCY
Lesson 3

Drill and Practice 2

"COMPASS"

This is a picture of a compass. There are arrows that point in eight different directions. Locate the letters N, E, S, and W. N stands for North, and E for East, S for South and W for West. These are the four cardinal points of a compass.

Between the N and the W you will see another arrow. It points Northwest. It is mid-way between N and W.

Find Northwest on the compass card and write NW at that point. Find Southwest and write SW at that point. Find Southeast and write SE at that point. Find Northeast and write NE at that point.

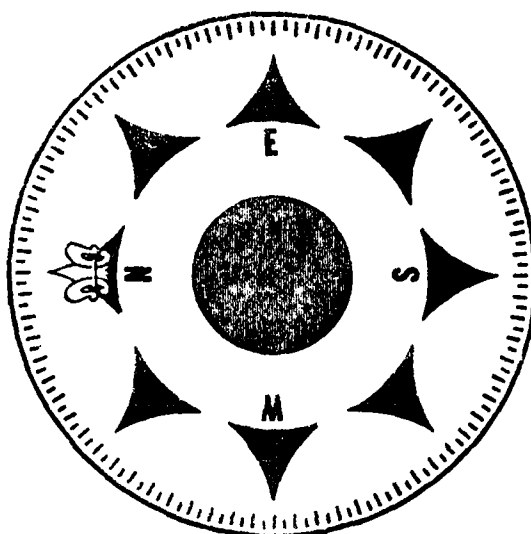
QUESTIONS:

1. What are the cardinal points of a compass?
2. What is mid-way between North and East?
3. What is mid-way between West and North?
4. What is mid-way between South and West?
5. What is mid-way between East and South?

LANGUAGE FLUENCY
Lesson 3

Drill and Practice Worksheet 2

DIRECTIONS: Listen to the instructor, and follow directions.



LANGUAGE FLUENCY
Lesson 6

Drill and Practice 1

I. NARRATION

"FLAGS AND COLORS"

In 1777 the Continental Congress passed a resolution concerning the flag of the United States. It was to have thirteen stripes, alternate red and white, with stars in a blue field. At that time there were only thirteen states, so both the stripes and the stars represented them.

Now, however, there are 50 states, so there are 50 stars on the blue field. The stripes have remained the same to represent the original 13 states. There are seven red stripes and six white ones.

Navy ships can fly several flags. The Union Jack is a rectangular solid blue flag with nine rows of white stars. The first row has six stars, the second 5 stars, the third six, and so on. The rows alternate having either six or five stars for a total of 50.

The terms morning colors and evening colors refer to the ceremony in which the national ensign and the Union Jack are raised and lowered. They are hoisted at 0800, and they are brought down at sunset. During colors all personnel stop work, face the colors and salute.

LANGUAGE FLUENCY
Lesson 6

Drill and Practice 1

II. QUESTIONS

1. What are the colors of the U.S. flag?
2. What do the stars represent?
3. What do the stripes represent?
4. What color is the first stripe?
5. What is the name of the U.S. Navy flag?
6. What shape is it?
7. What color is it?
8. What is on the Navy flag?
9. What time are flags in the Navy raised?
10. What time are they lowered?
11. What is the word to describe the raising and lowering of the flags?
12. What do all personnel do during colors?

LANGUAGE FLUENCY
Lesson 7

Drill and Practice

"LEAVE"

When you go on leave you have special papers which are signed by the commanding officer of the ship or station. These papers must be kept with you all the time while you are on leave. Shore Patrol can stop Navy personnel and ask to see their papers. People without proper papers or with no leave papers will be in trouble.

If a sailor goes on leave without applying for and/or getting his proper papers, he is AWOL. This stands for ABSENT WITHOUT LEAVE. This can be a serious military charge.

Another way of getting into trouble is taking a leave longer than the one given to you. You must be back to your ship or station when your leave is up. However, in cases of emergency, you should notify your senior officer immediately. Do not send him a letter, but use the telephone. If you cannot call yourself, have a friend or family member call for you.

It is never a good idea to go AWOL. It is a serious matter and could mean a lot of trouble for you. It will also hurt your record in the service.

LANGUAGE FLUENCY
Lesson 9

Drill and Practice

I. NARRATION

"RIFLE SAFETY"

Rifles were made to kill the enemy. They are not to be used for fun. Don't tease another sailor by pointing your gun at him. Only point it at an enemy of your country.

If you aren't sure whether a rifle is loaded or not, it is best to think that it is. It is always a good idea to look and see if it is loaded.

Before you leave a rifle somewhere where another person might pick it up, make sure that you have unloaded it. A shipmate could be injured if you forget to do this.

If there are bullets in the rifle, make sure that the safety lock is on until you are ready to fire. It is also a good idea to keep the bolt open when you are not using the rifle.

II. SITUATIONS

1. John loaded his rifle. He fired two bullets. Then he went to the head, leaving his rifle on the ground without unloading it.
2. Both John and Joe had rifles. John like to tease Joe. He said, "You aren't one of us, you're the enemy!" Then he pointed his rifle at Joe.
3. John's rifle was loaded, but the safety lock was not on. There was nobody around. He pointed his rifle in the air.
4. John saw Joe's rifle on his bunk. He picked it up and said, "This rifle couldn't be loaded because Joe always unloads his." Then he pointed it at the ceiling and squeezed the trigger.

APPENDIX B
VERBAL SKILLS CURRICULUM
ANSWERS TO WORKSHEETS

NAVY VOCABULARY
Lesson 1

Answers

Prescription Worksheet 1

See Bluejackets' Manual, 20th ed., p. 504.

Prescription Worksheet 2

See Bluejackets' Manual, 20th ed., p. 505.

Prescription Worksheet 3

See Bluejackets' Manual, 20th ed., p. 499.

Prescription Worksheet 4

- | | |
|------------------|-----------------|
| 1. boot | 9. stow |
| 2. colors | 10. bunks |
| 3. chits | 11. scuttlebutt |
| 4. reveille | 12. scullery |
| 5. steam table | 13. mate |
| 6. on the double | 14. chow |
| 7. gear | 15. brightwork |
| 8. shipshape | |

NAVY VOCABULARY

Lesson 2

Answers

Drill and Practice Worksheet

- | | |
|----------|-----------|
| 1. wrong | 6. wrong |
| 2. right | 7. right |
| 3. wrong | 8. right |
| 4. right | 9. right |
| 5. right | 10. wrong |

Prescription Worksheet 1

- | | |
|-----------------|------------------|
| 1. compartments | 6. bulkheads |
| 2. bunk, berth | 7. hatch |
| 3. deck | 8. portholes |
| 4. quarters | 9. passageways |
| 5. overhead | 10. athwartships |

Prescription Worksheet 2

- | | |
|------|-------|
| 1. e | 6. g |
| 2. j | 7. f |
| 3. h | 8. d |
| 4. a | 9. c |
| 5. b | 10. i |

Prescription Worksheet 3

See Bluejackets' Manual, 20th ed., p. 200.

Prescription Worksheet 4

See Bluejackets' Manual, 20th ed., pp. 204-205.

NAVY VOCABULARY
Lesson 3

Answers

Drill and Practice Worksheet

- | | |
|----------------|-------------------|
| 1. bow | 10. ceremonies |
| 2. hull | 11. accommodation |
| 3. topside | 12. vessel |
| 4. compartment | 13. stern |
| 5. bulkheads | 14. ladders |
| 6. forecastle | 15. partitions |
| 7. quarterdeck | 16. fantail |
| 8. messdeck | 17. island |
| 9. aft | 18. passages |

Prescription Worksheet 1

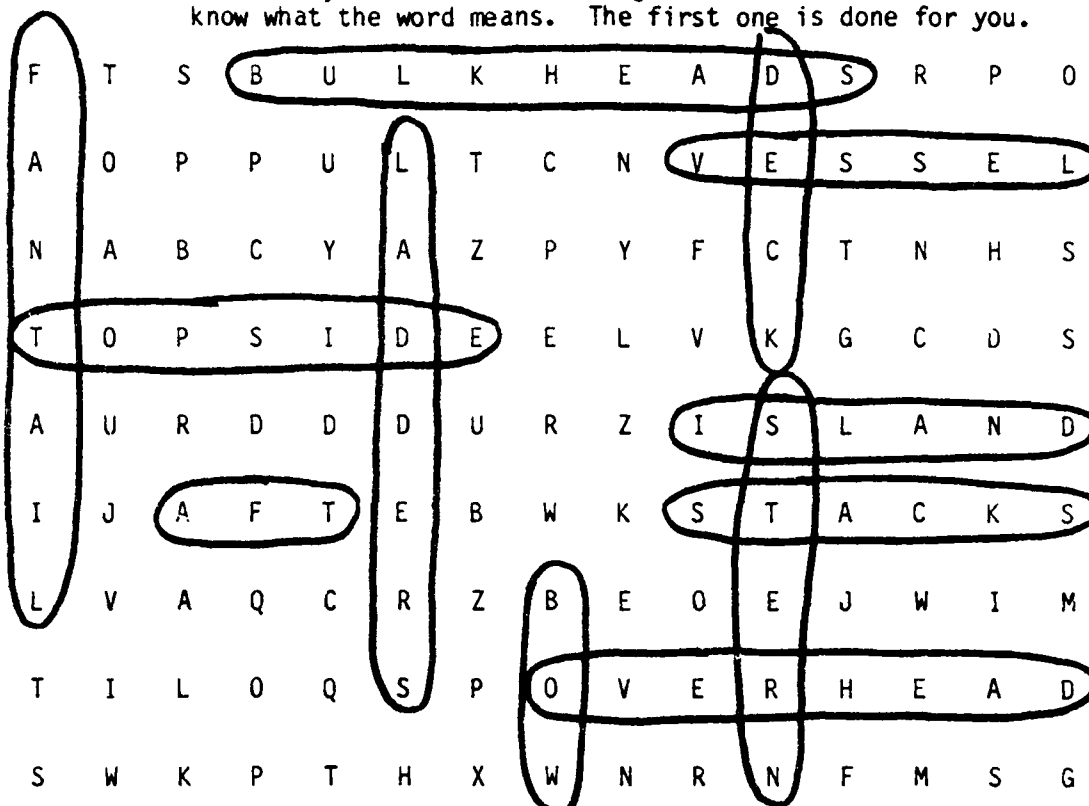
(See next page)

Prescription Worksheet 2

- | | |
|---------------|-------------------|
| 1. forecastle | 6. amidships |
| 2. bulkheads | 7. quarterdeck |
| 3. starboard | 8. fantail |
| 4. topside | 9. superstructure |
| 5. island | 10. passages |

NAVY VOCABULARY
Lesson 3
Prescription Worksheet 1
Answers

DIRECTIONS: There are 12 Navy words in the puzzle below. Find each word, circle it, and use it in an English sentence that shows that you know what the word means. The first one is done for you.



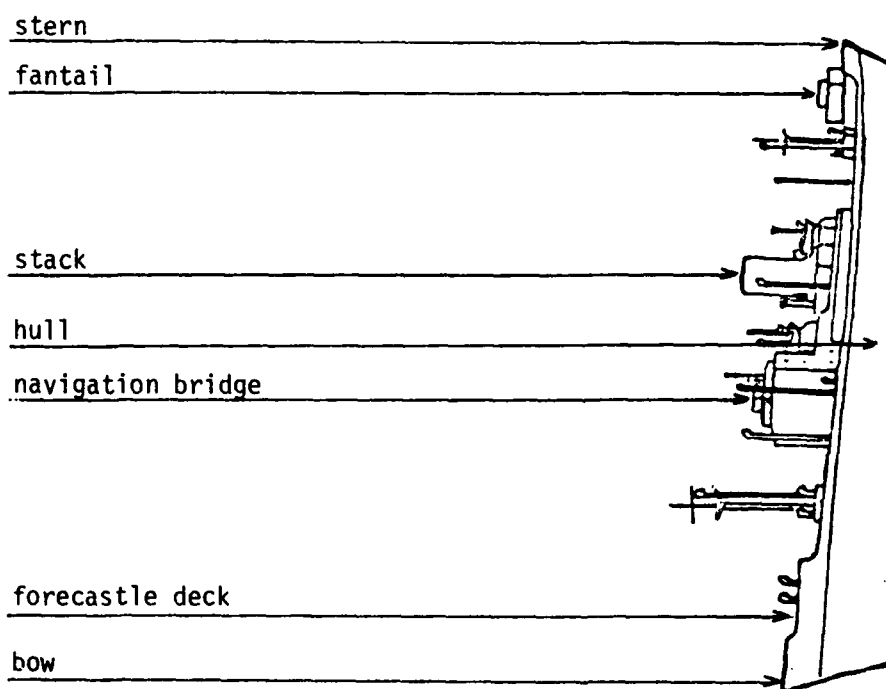
1. The after part of the main deck is the fantail.

2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

NAVY VOCABULARY
Lesson 3

Prescription Worksheet 3

Answers



Source: American Language Course: Navy Terminology-Seamanship, Vol. 9600-1,
Defense Language Institute, 1975.

NAVY VOCABULARY
Lesson 4

Answers

Prescription Worksheet 1

- | | |
|-------------------------------------|---------------------------------|
| 1. Motivation Training | 9. Sound Navigation and Ranging |
| 2. Long Range Electronic Navigation | 10. Bureau of Personnel |
| 3. Satisfactory | 11. Temporary Additional Duty |
| 4. Temporary Duty for Instruction | 12. Radio Detection and Ranging |
| 5. Positive Motivation | 13. Secretary of the Navy |
| 6. Continental United States | 14. Unsatisfactory |
| 7. Navy Regulations | 15. Vertical Replenishment |
| 8. Underway Replenishment | |

Prescription Worksheet 2

- | | |
|------------|-------------|
| 1. MOTOIR | 9. CONUS |
| 2. BUPERS | 10. NAVREGS |
| 3. VERTREP | 11. UNREP |
| 4. TAD | 12. RADAR |
| 5. SAT | 13. LORAN |
| 6. POSMO | 14. SONAR |
| 7. UNSAT | 15. TEDUIN |
| 8. SECNAV | |

NAVY VOCABULARY
Lesson 4

Answers

Prescription Worksheet 4

- | | |
|-----------|------------------|
| 1. BUPERS | 6. SONAR |
| 2. SAT | 7. TAD or TEDUIN |
| 3. POSMO | 8. VERTREP |
| 4. RADAR | 9. CONUS |
| 5. SECNAV | 10. LORAN |

NAVY VOCABULARY
Lesson 5

Answers

Prescription Worksheet 1

- | | |
|------------------------------|---------------------------------|
| 1. Company Commander | 9. Planned Maintenance System |
| 2. Intensive Training | 10. Permanent Change of Station |
| 3. Landing Craft, Mechanized | 11. Navy Enlisted Code |
| 4. Landing Craft, Utility | 12. Landing Craft, Personnel |
| 5. Officer of the Deck | 13. Junior Officer of the Deck |
| 6. Plan of the Day | 14. Chief of Naval Operations |
| 7. Quartermaster | 15. Air-to-ground Missile |
| 8. Executive Officer | |

Prescription Worksheet 2

- | | |
|---------|---------|
| 1. XO | 9. CC |
| 2. PMS | 10. IT |
| 3. PCS | 11. LCM |
| 4. NEC | 12. LCU |
| 5. LCP | 13. OOD |
| 6. JOOD | 14. POD |
| 7. CNO | 15. QM |
| 8. AGM | |

NAVY VOCABULARY
Lesson 5

Answers

Prescription Worksheet 3

- | | |
|---------------------------------------|--|
| 1. Central Intelligence Agency | 13. Grand Old Party (Republican Party) |
| 2. television | 14. United States |
| 3. National Broadcasting Company | 15. miles per hour |
| 4. citizens' band (radio) | 16. okay |
| 5. tuberculosis | 17. Tennessee Valley Authority |
| 6. Federal Bureau of Investigation | 18. Los Angeles (California) |
| 7. University of Southern California | 19. post office (as in P.O. Box ____) |
| 8. Registered Nurse | 20. knockout |
| 9. National Football League | 21. touchdown |
| 10. public address (system) | 22. Certificate of Deposit |
| 11. National Basketball Association | 23. prisoner of war |
| 12. American Broadcasting Corporation | |

Prescription Worksheet 4

See Bluejackets' Manual, 20th ed., pp. 287-290.

NAVY VOCABULARY
Lesson 6

Answers

Prescription Worksheet 1

- | | |
|------|-------|
| 1. e | 7. l |
| 2. f | 8. k |
| 3. g | 9. c |
| 4. b | 10. i |
| 5. a | 11. j |
| 6. h | 12. d |

Prescription Worksheet 2

- | | | | |
|------------|--------------|----------------|------------------|
| 1. lead | p. 486 | 7. Greenwich | pp. 455,456,457 |
| 2. leeward | p. 476 | 8. tackle | |
| 3. quay | | 9. ensign | pp. 79,506 |
| 4. gunwale | p. 201 | 10. forecastle | pp. 200,202,309 |
| 5. corps | (see Marine) | 11. coxswain | pp. 87,441-443 |
| 6. yeoman | p. 35 | 12. boatswain | pp. 373,25,80,81 |

Prescription Worksheet 3

See Bluejackets' Manual, 20th ed., p. 79.

NAVY VOCABULARY
Lesson 7

Answers

Drill and Practice Worksheet

- | | |
|---------------|----------------|
| 1. automatic | 15. pistol |
| 2. arm | 16. magazine |
| 3. rifle | 17. barrel |
| 4. bore | 18. butt |
| 5. bullet | 19. safety |
| 6. caliber | 20. ejection |
| 7. grip | 21. range |
| 8. firing | 22. sling |
| 9. stock | 23. recoil |
| 10. cartridge | 24. chamber |
| 11. trigger | 25. sights |
| 12. flash | 26. suppressor |
| 13. muzzle | 27. discharge |
| 14. breech | 28. accuracy |

NAVY VOCABULARY
Lesson 7

Answers

Prescription Worksheet 1

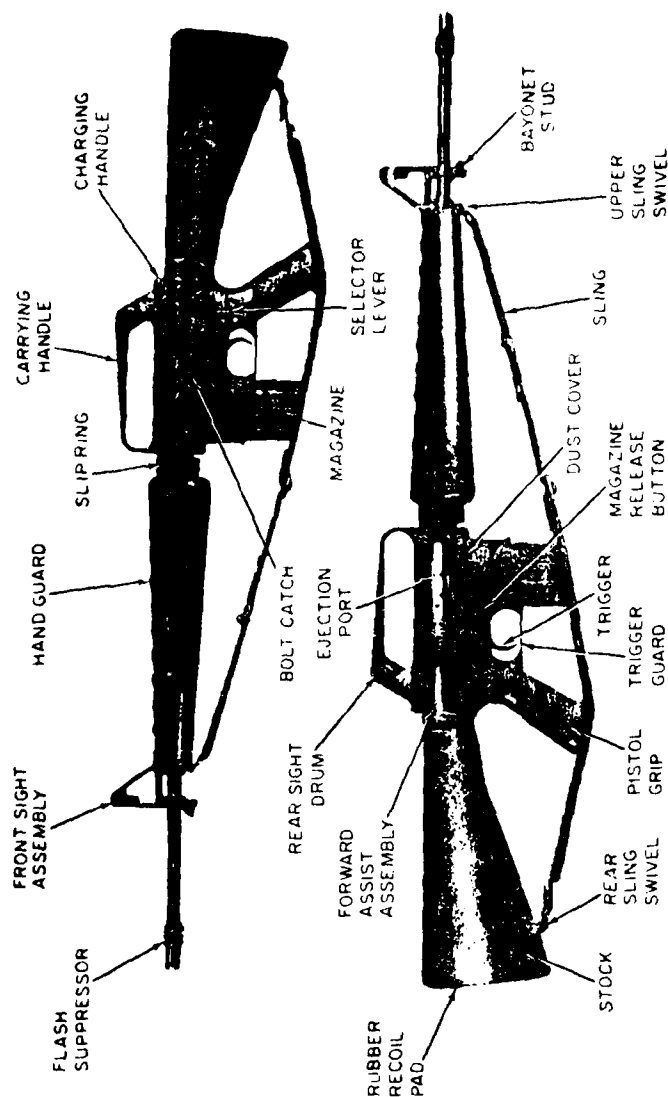
1. muzzle or bore
2. butt plate
3. trigger
4. metal, wood, plastic and fiberglass
5. front sight
6. bore
7. sling
8. magazine
9. breech
10. rifling

Prescription Worksheet 2

- | | |
|------------|---------------|
| 1. stock | 9. magazine |
| 2. trigger | 10. automatic |
| 3. sling | 11. breech |
| 4. bore | 12. butt |
| 5. range | 13. firing |
| 6. muzzle | 14. grip |
| 7. safety | 15. caliber |
| 8. sights | |

NAVY VOCABULARY
Lesson 7

Prescription Worksheet 3
Answers



Source: Basic Military Requirements, NAVTRA 10054-D, 1973.

NAVY VOCABULARY
Lesson 8

Answers

Drill and Practice Worksheet

- | | |
|-------------|---------------|
| 1. bow | 13. moored |
| 2. sea | 14. chock |
| 3. chain | 15. anchor |
| 4. deck | 16. bollard |
| 5. part | 17. housed |
| 6. dock | 18. locker |
| 7. ship | 19. winch |
| 8. bitts | 20. underway |
| 9. lines | 21. stowed |
| 10. pier | 22. waterline |
| 11. fast | 23. hauling |
| 12. capstan | 24. mooring |

Prescription Worksheet 1

- | | |
|-------------|------------------|
| 1. anchor | 6. waterline |
| 2. chock | 7. housed |
| 3. underway | 8. capstan/winch |
| 4. line | 9. pier |
| 5. moor | 10. made fast |

NAVY VOCABULARY
Lesson 8

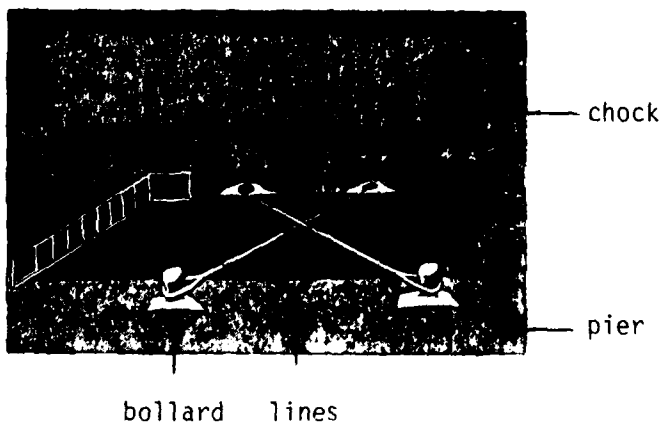
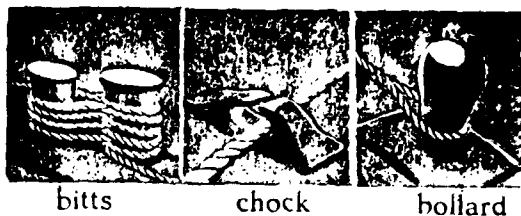
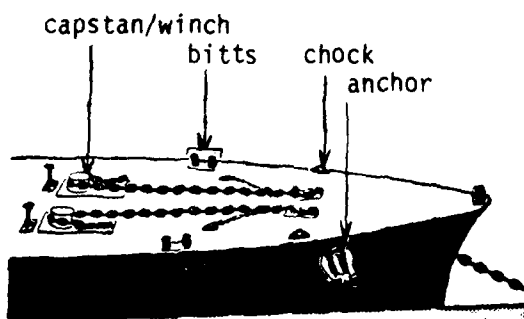
Answers

Prescription Worksheet 2

- | | |
|--------------------|-------------------|
| 1. bitts or cleats | 9. anchor |
| 2. chock | 10. housed |
| 3. line | 11. chain locker |
| 4. anchor | 12. winch/capstan |
| 5. mooring | 13. mooring lines |
| 6. bollards | 14. anchor chain |
| 7. anchor | 15. pier |
| 8. waterline | |

NAVY VOCABULARY
Lesson 8

Prescription Worksheet 3
Answers



Sources: Navy Life Book 2, NAVPERS 16156-B.
American Language Course: Navy Terminology-Seamanship, Vol. 9600-1,
Defense Language Institute, 1975.

NAVY VOCABULARY
Lesson 9

Answers

Prescription Worksheet 1

- | | |
|------|-------|
| 1. j | 6. e |
| 2. d | 7. f |
| 3. b | 8. i |
| 4. h | 9. c |
| 5. a | 10. g |

Prescription Worksheet 2

- | | |
|-------------------|-----------------|
| 1. largest | 6. athwartships |
| 2. waterline | 7. frames |
| 3. waterline | 8. list |
| 4. shell platings | 9. keel |
| 5. framework | 10. waterline |

Prescription Worksheet 3

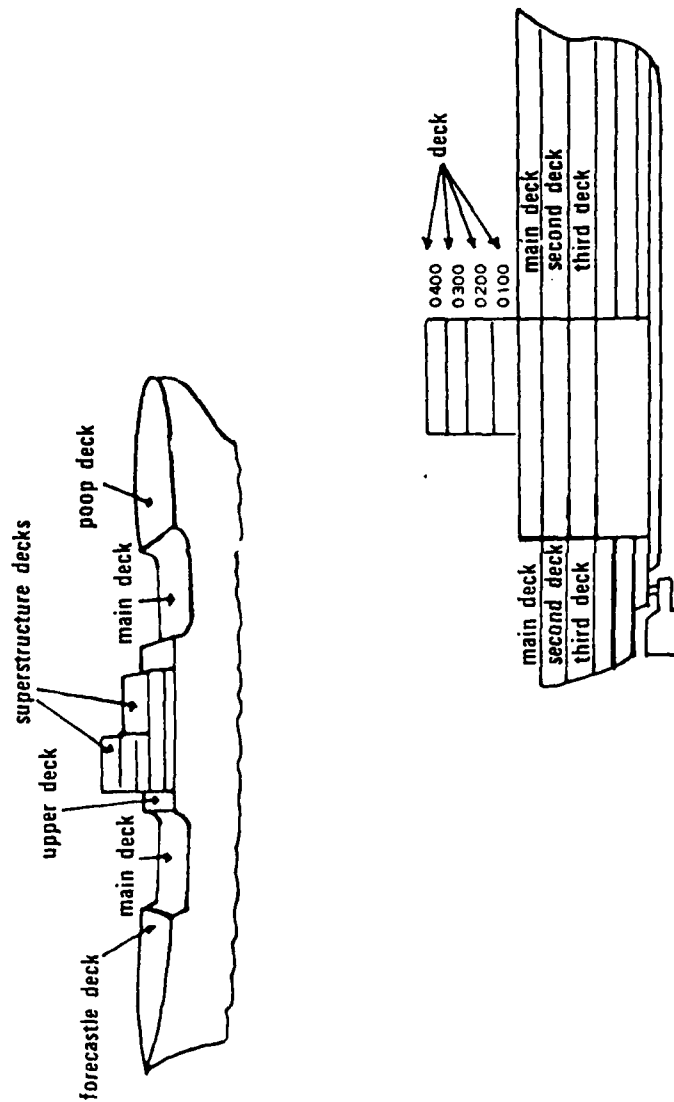
See Bluejackets' Manual, 20th ed., pp. 200-201

Prescription Worksheet 4

See Bluejackets' Manual, 20th ed., p. 220

NAVY VOCABULARY
Lesson 10

Prescription Worksheet 1
Answers



Source: American Language Course: Navy Terminology-Seamanship, Vol. 9600-1,
Defense Language Institute, 1975.

NAVY VOCABULARY
Lesson 10

Answers

Prescription Worksheet 2

- | | |
|----------------|--------------------|
| 1. bulwarks | 6. third deck |
| 2. flight deck | 7. flight deck |
| 3. half deck | 8. forecastle deck |
| 4. poop deck | 9. hanger deck |
| 5. upper deck | 10. above |

Prescription Worksheet 3

See Bluejackets' Manual, 20th ed., p. 202

Prescription Worksheet 4

See Bluejackets' Manual, 20th ed., pp. 205-206

NAVY VOCABULARY
Lesson 11

Answers

Prescription Worksheet 1

- | | |
|------|-------|
| 1. e | 7. a |
| 2. k | 8. h |
| 3. b | 9. d |
| 4. g | 10. f |
| 5. i | 11. c |
| 6. j | 12. l |

Prescription Worksheet 2

- | | |
|------|-------|
| 1. a | 8. c |
| 2. b | 9. a |
| 3. b | 10. a |
| 4. a | 11. b |
| 5. b | 12. a |
| 6. c | 13. a |
| 7. a | 14. a |

Prescription Worksheet 3

- | | |
|------|-------|
| 1. c | 8. a |
| 2. b | 9. a |
| 3. b | 10. b |
| 4. b | 11. a |
| 5. c | 12. a |
| 6. b | 13. b |
| 7. b | 14. b |

NAVY VOCABULARY
Lesson 11

Answers

Prescription Worksheet 4

See Bluejackets' Manual, 20th ed., p. 294

NAVY VOCABULARY
Lesson 12

Answers

Prescription Worksheet 1

- | | |
|------|-------|
| 1. e | 7. c |
| 2. h | 8. i |
| 3. a | 9. j |
| 4. f | 10. l |
| 5. k | 11. g |
| 6. b | 12. d |

Prescription Worksheet 2

- | | |
|----------|------------|
| 1. berth | 6. secure |
| 2. sweep | 7. strike |
| 3. watch | 8. pitch |
| 4. knot | 9. battery |
| 5. weigh | 10. range |

Prescription Worksheet 3

- | | |
|------|-------|
| 1. b | 7. a |
| 2. b | 8. c |
| 3. a | 9. b |
| 4. a | 10. b |
| 5. b | 11. b |
| 6. a | 12. a |

Prescription Worksheet 4

See Bluejackets' Manual, 20th ed., p. 285

LANGUAGE FLUENCY
Lesson 2

Drill and Practice Worksheet 1

Answers



FLEET ADMIRAL

k

ADMIRAL

c

VICE ADMIRAL

h

REAR ADMIRAL

a

COMMODORE

e

CAPTAIN

b

COMMANDER

fLIEUTENANT
COMMANDERl

LIEUTENANT

iLIEUTENANT
(JUNIOR GRADE)g

ENSIGN

dCHIEF
WARRANT
OFFICERj

PRECEDING PAGE BLANK-NOT FILMED

APPENDIX C
VERBAL SKILLS CURRICULUM
FOLLOW-UP ACTIVITIES

Follow-Up Activities for the Verbal Skills Curriculum

Follow-up activities in the Verbal Skills Manual have been limited to brief discussions on topics of interest to students. These discussions should be scheduled at the end of each instructional day during the last fifteen or twenty minute period.

The discussions are designed to provide the class with time to practice their newly acquired language skills. Instructors should encourage student participation and be careful not to dominate the conversation. The instructor's role is to guide each class member in the correct use of the English language. Students may need help with word choice and grammar as well as factual information.

The following section contains a variety of suggested topics that can be used to initiate and guide discussions. For language practice, the questions have been listed in the present, past, or future tense. Additional space is provided so that instructors can add additional questions in each area.

Instructors should begin each discussion with background information on a specific topic and then ask the class questions that have been listed in the guide. Students should be positively reinforced for contributing to a discussion and instructors should see that all students have an opportunity to speak. When an instructor wishes to change the direction of a discussion, the present, past, and future tense guide questions can be used.

Discussion should be brief, interesting, and academically helpful to the student. The light-hearted appearance of the discussion should not overshadow the seriousness of its intent.

AD-A119 649

MEMPHIS STATE UNIV TN

F/6 5/9

NAVY VERBAL SKILLS CURRICULUM GUIDE, SUPPLEMENT, (U)

JUL 82 H L BOWMAN, P L JONES, R A KAISER

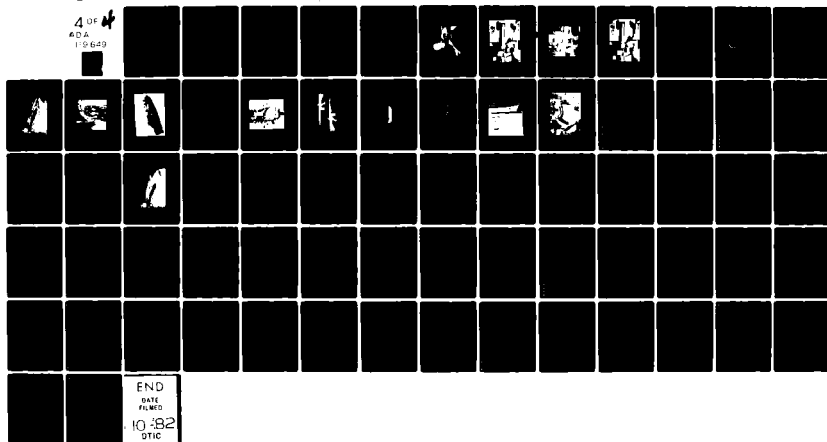
N00612-79-R-0477

UNCLASSIFIED

TAE6-TR-128-SUPPL

NL

4 OF 4
60 A
110 649



END
DATE
FILMED
10-82
DTIC

PERSONAL

SPORTS

- | | | |
|---------|--|---|
| Present | <ol style="list-style-type: none">1. What do your personal plans include?2. What type of skills are you learning?3. Who do you admire most that is living?4. Who is the most unforgettable person you know? | <ol style="list-style-type: none">1. What is your favorite sport?2. What is your favorite (football, baseball, basketball) team? |
| Past | <ol style="list-style-type: none">1. What have your personal plans included?2. What type of skills have you learned?3. Who do you admire most out of history?4. Who is the most unforgettable person you have known? | <ol style="list-style-type: none">1. What sports have you played?2. What teams have been your favorites in the past? |
| Future | <ol style="list-style-type: none">1. What personal plans to you hope to achieve?2. What type of skills do you hope to learn?3. What characteristics would you look for in someone you could admire?4. What type of characteristics would you look for in an unforgettable person? | <ol style="list-style-type: none">1. What sports do you want to play?2. What team do you think will win the championship in its division? (football, basketball, baseball, etc.) |

NAVY LIFE

MUSIC

- | | | |
|---------|--|--|
| PRESENT | <ol style="list-style-type: none">1. Are you stationed in an area that you like?2. Are you from the U.S. or one of its protectorates?3. Are you more interested in sea, air or land duty? | <ol style="list-style-type: none">1. What instrument do you play?2. What is your favorite musical group? |
| Past | <ol style="list-style-type: none">1. Do you like this area better than the area where you are from?2. Where are you from?3. What countries have you visited?4. What type of duty were you interested in? | <ol style="list-style-type: none">1. What instruments have you played?2. What musical groups have you liked in the past? |
| Future | <ol style="list-style-type: none">1. Where would you like to be stationed?2. What countries would you like to visit while in the Navy?3. Why do you think you would prefer (sea, air or land) duty over (sea, air or land) duty? | <ol style="list-style-type: none">1. What instruments would you like to play?2. Do you think your musical tastes will change? Why or why not? |

HOBBIES

- Present 1. What hobbies do you have?
- Past 1. What hobbies have you had in the past?
- Future 1. What hobbies would you like to try?

AUTOS

1. What car to you like best?
2. Do you think little cars are safe?
1. What was the best car ever made?
1. What do you think the car of the future will be like?

ENERGY

- Present 1. Do you think energy is used wisely today? Why? Why not?
2. Should we import energy?
3. What is solar energy?
- Past 1. Have we used energy wisely in the past? Give examples.
2. Should we have imported energy in the past?
3. Has solar energy been used in the past?
- Future 1. How could we use energy wisely in the future?
2. Should we import energy in the U.S. in the future?
3. Do you think solar energy is the energy of the future?

POLLUTION

1. What causes pollution? Is pollution necessary? Why? Why not?
1. What could have been done in the past to prevent pollution?
2. What were the causes for pollution in the past?
1. What should be done to prevent pollution?
2. Do you think pollution will be a necessary part of the future or is there a solution?

FINANCES

- Present
1. What is the best way to save money?
 2. What is a good investment?
- Past
1. How have you saved money in the past?
 2. What wise investments have you made in the past?
- Future
1. How would you save money?
 2. How would you know what is a good investment?

RECREATION

1. What is your favorite TV program?
 2. How do you spend your spare time recreationally?
1. What have been your favorite shows in the past?
2. How have you spent your spare time recreationally?
1. What would you look for in a good TV show?
2. How will you spend your spare time recreationally?

APPENDIX D
VERBAL SKILLS CURRICULUM
PICTURES OF SLIDES



NAVY VOCABULARY
Lesson 1

Source: U.S. Navy photo



NAVY VOCABULARY
Lesson 1

Source: U.S. Navy photo



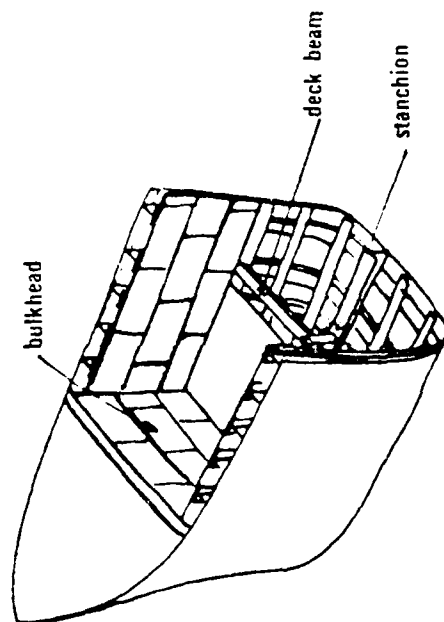
NAVY VOCABULARY
Lesson 1

Source: U.S. Navy photo



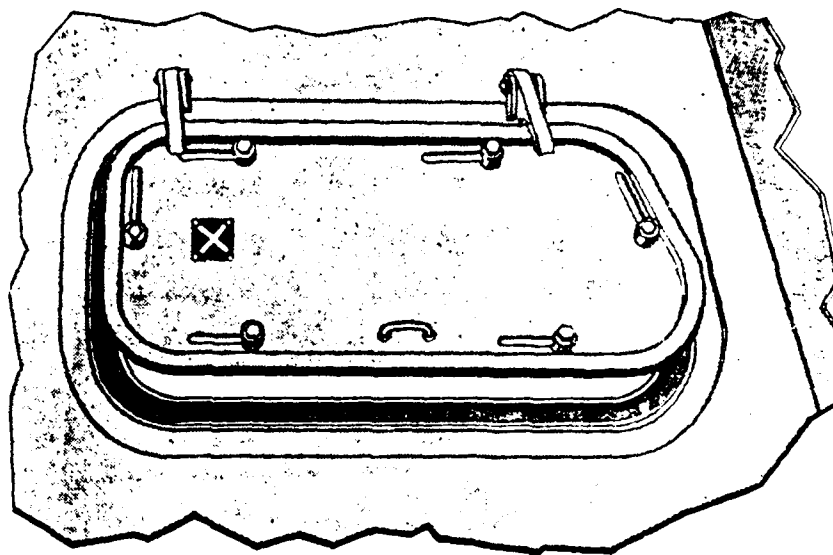
NAVY VOCABULARY
Lesson 2

Source: U.S. Navy photo



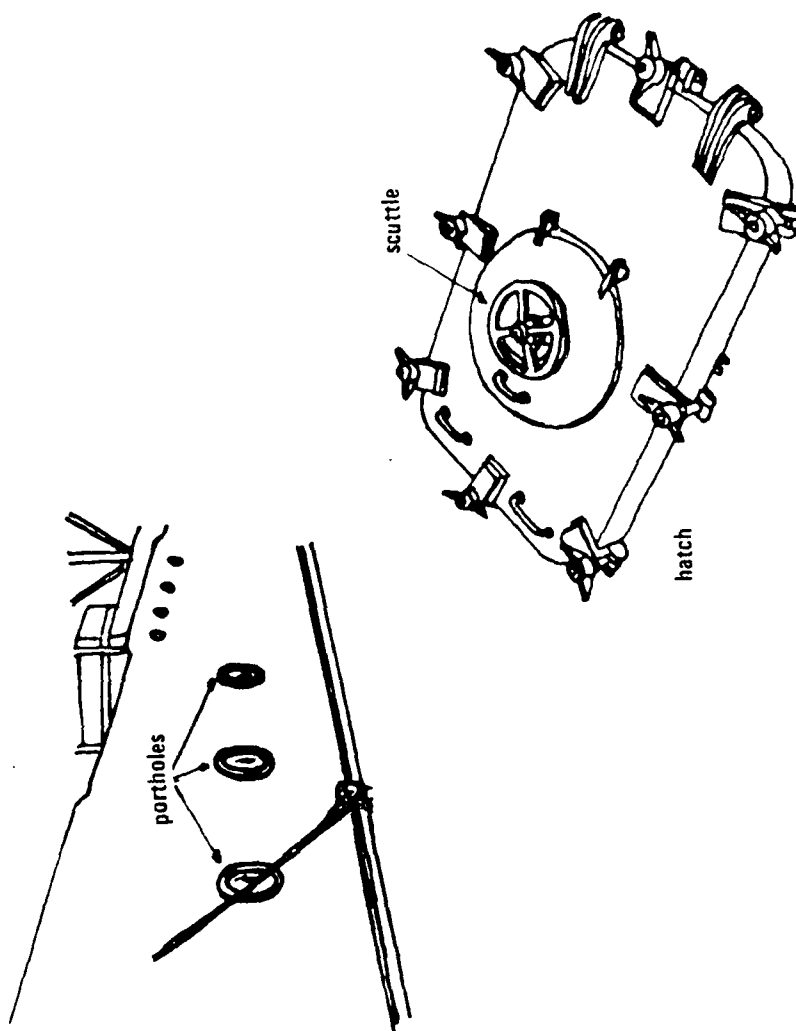
NAVY VOCABULARY
Lesson 2

Source: American Language Course: Navy Terminology-Seamanship, Defense
Language Institute, Vol. 9600-1, 1975.



NAVY VOCABULARY
Lesson 2

Source: Basic Military Requirements, NAVTPA 100-113



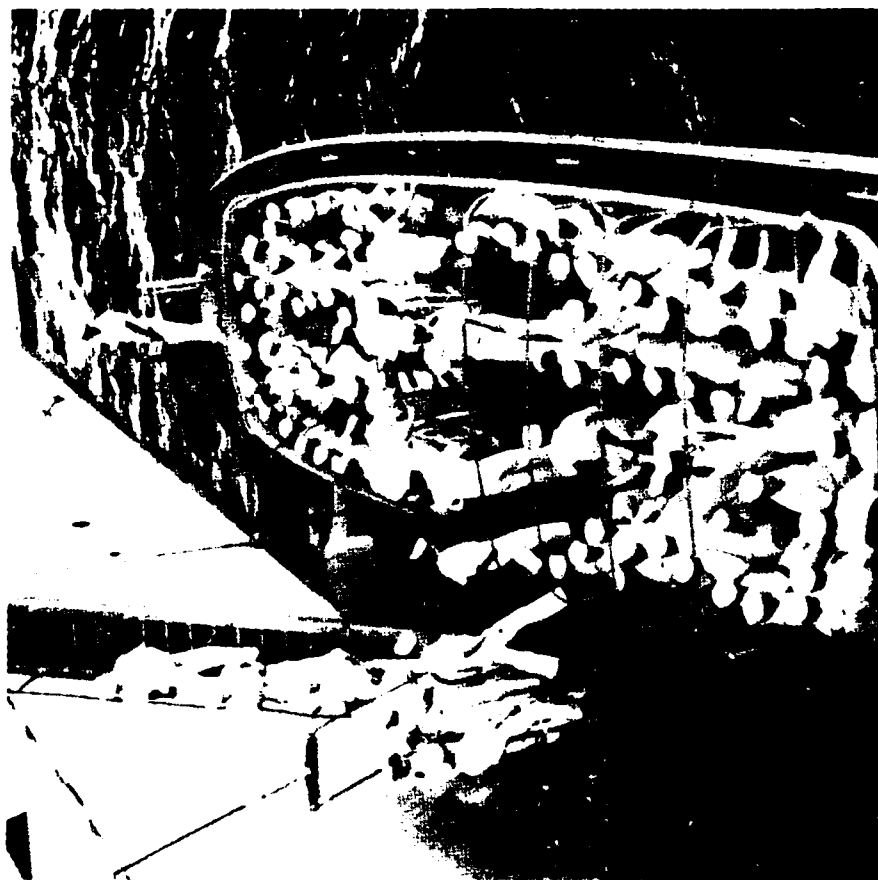
NAVY VOCABULARY
Lesson 2

Source: American Language Course: Navy Terminology-Seamanship, Defence
Language Institute, Vol. 9600-1, 1975.



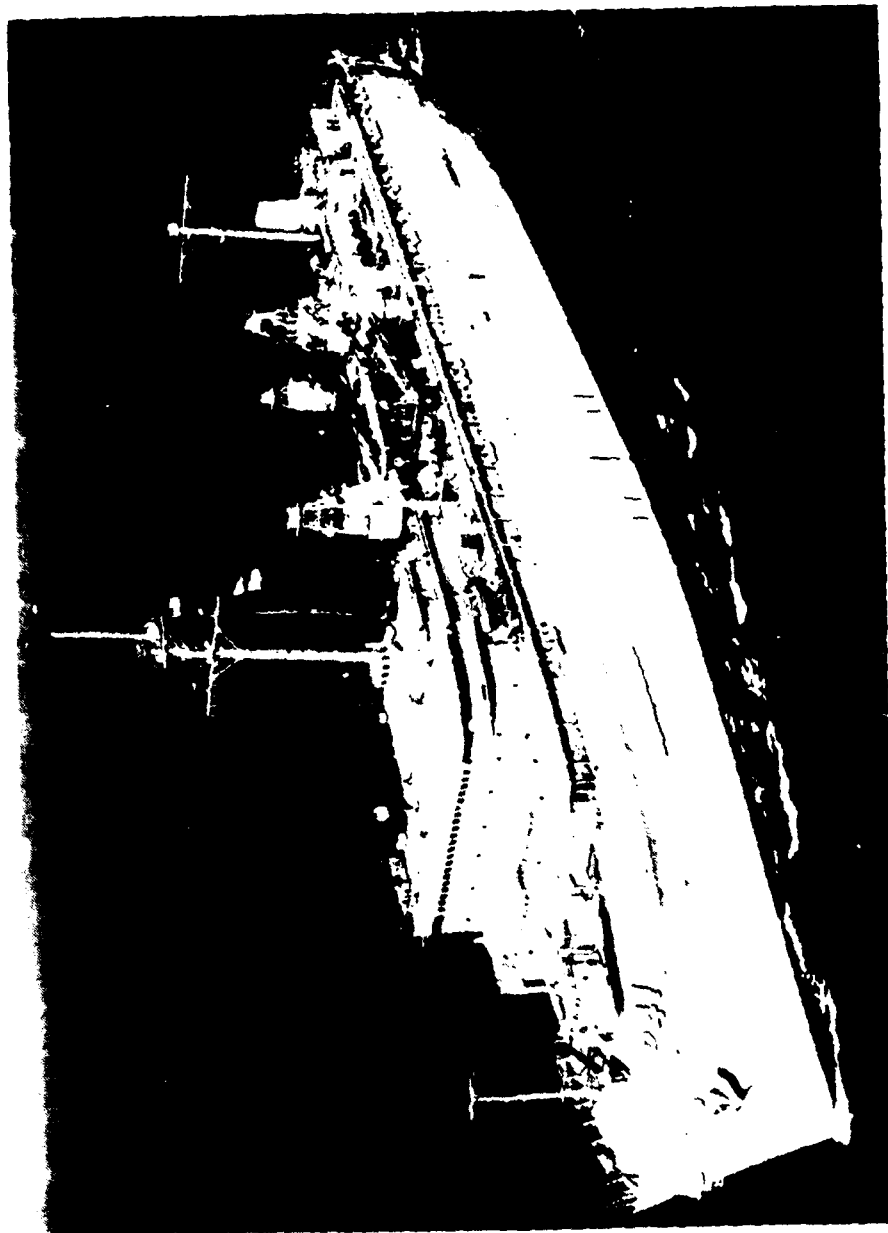
NAVY VOCABULARY
Lesson 3

Source: U.S. Navy photo.



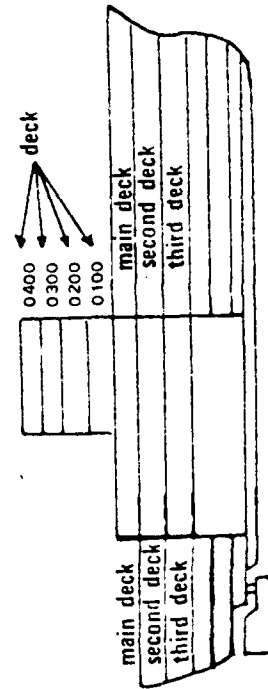
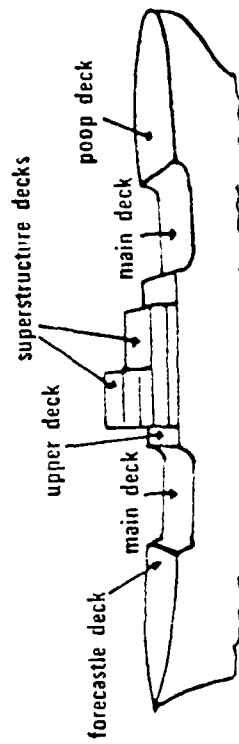
NAVY VOCABULARY
Lesson 3

Source: Seaman, NAVPERS 10120-F, 1971.



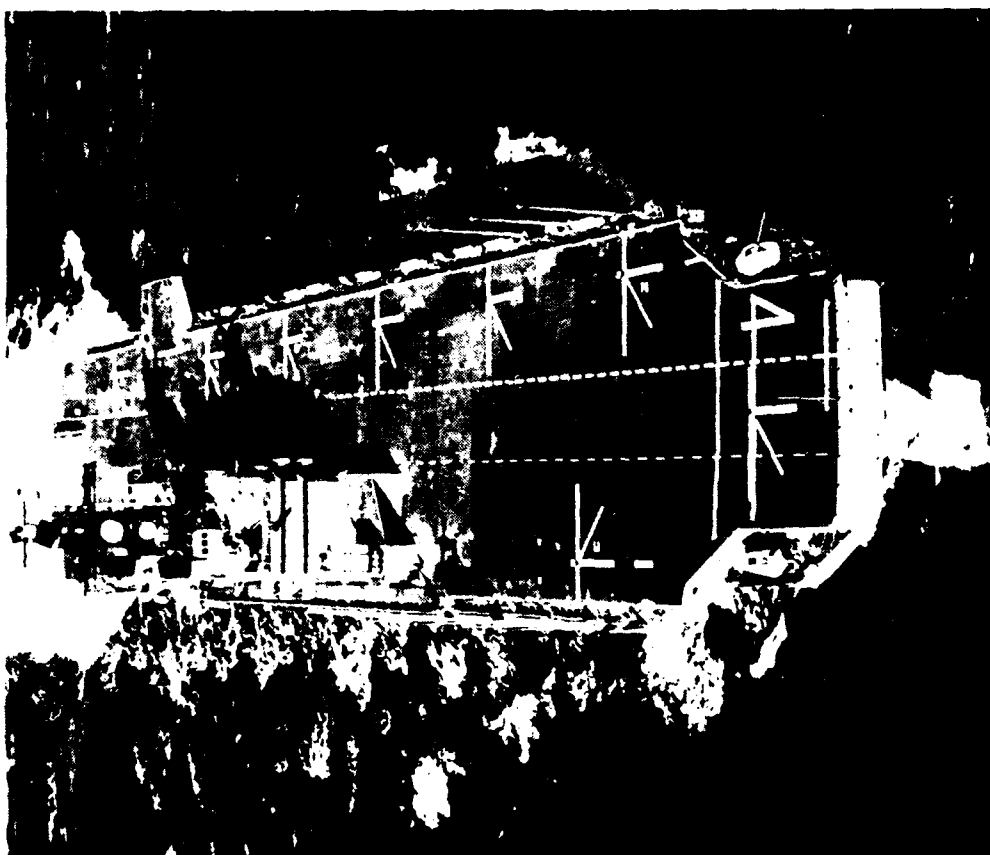
NAVY VOCABULARY
Lesson 3

Source: U.S. Navy photo.



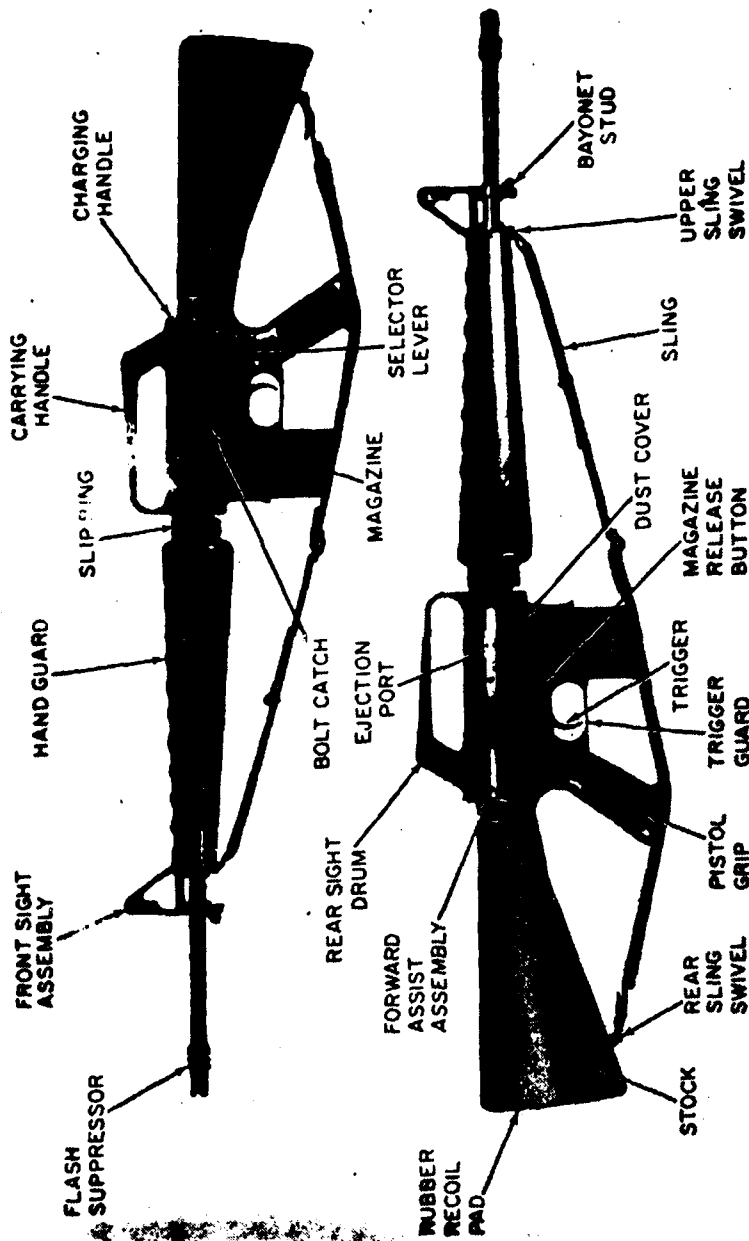
NAVY VOCABULARY
Lesson 3

Source: American Language Course: Navy Terminology-Seamanship, Defense Language Institute, Vol. 9600-1, 1975.



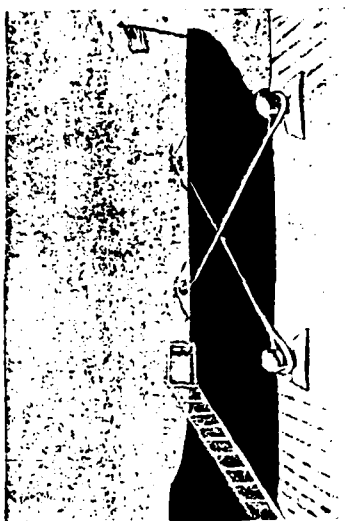
NAVY VOCABULARY
Lesson 3

Source: U.S. Navy photo.



NAVY VOCABULARY
Lesson 7

Source: Basic Military Requirements, NAVTRA 10054-D, 1973.



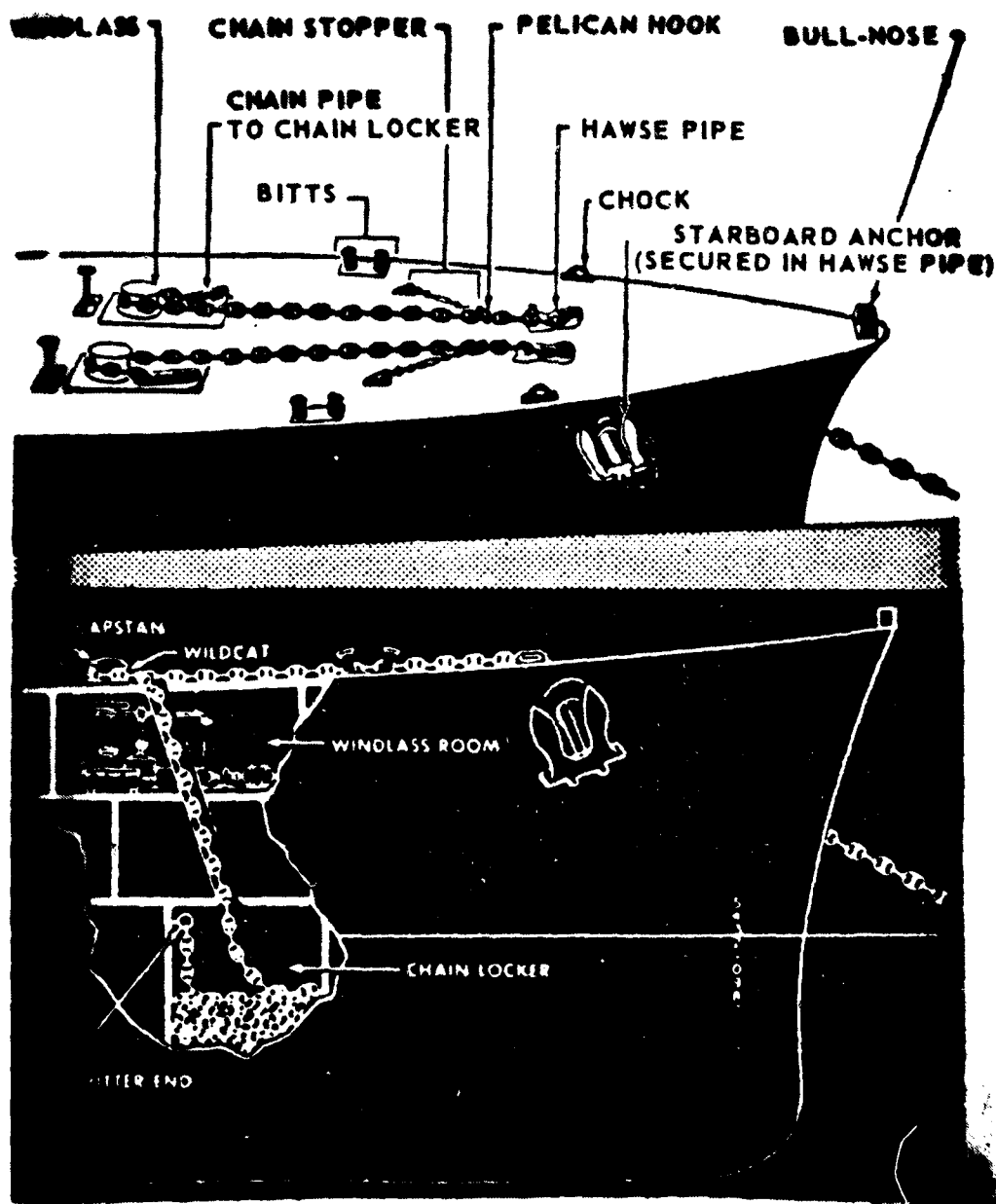
NAVY VOCABULARY
Lesson 8

Source: Navy Life Book 2, NAVPERS 16156-B.



NAVY VOCABULARY
Lesson 8

Source: Navy Life Book 2, NAVPERS 16156-B.



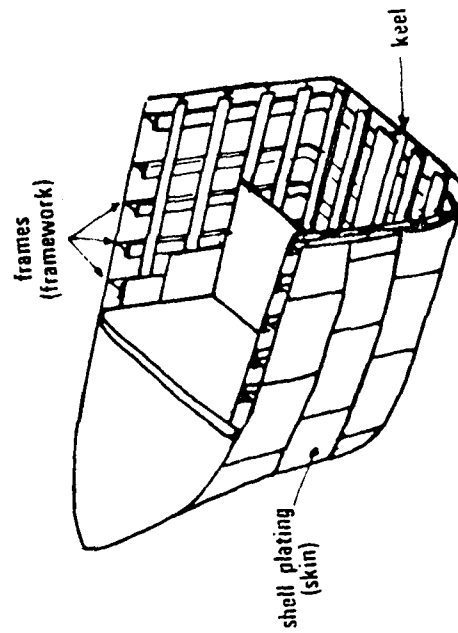
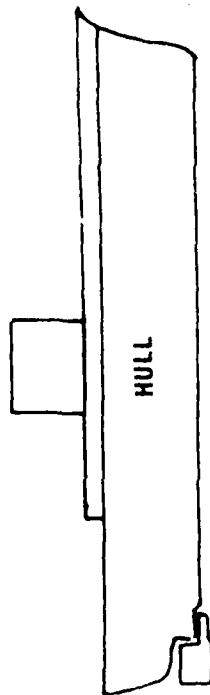
NAVY VOCABULARY
Lesson 8

Source: Seaman, NAVPERS 10120-F, 1971.



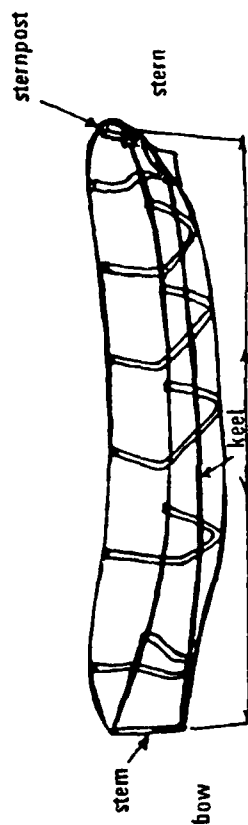
NAVY VOCABULARY
Lesson 8

Source: U.S. Navy photo.



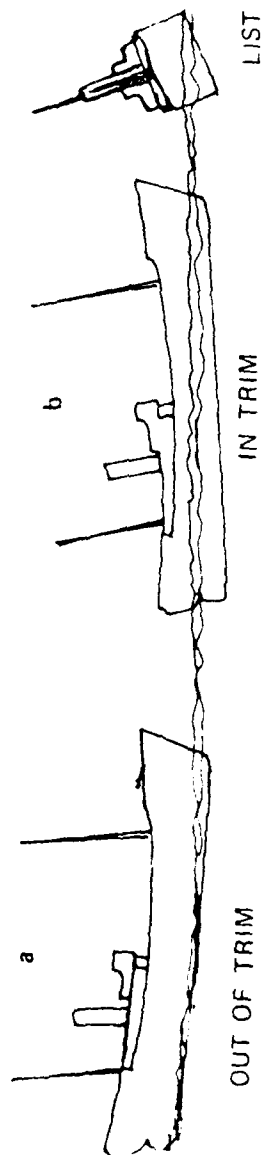
NAVY VOCABULARY
Lesson 9

Source: American Language Course: Navy Terminology-Seamanship, Vol. 9600-1, Defense Language Institute, 1975.



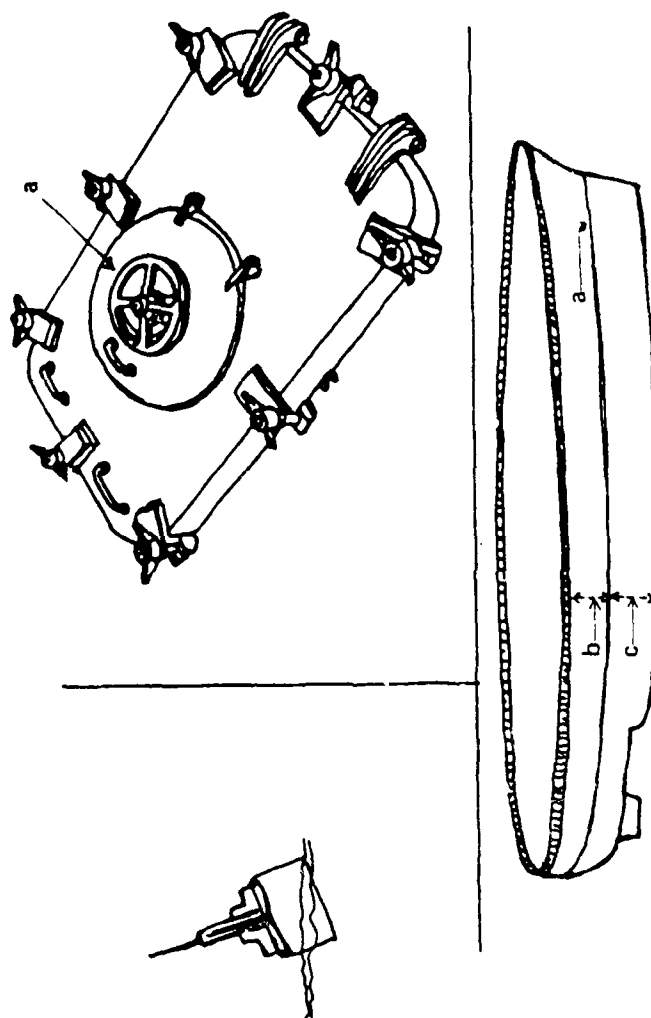
NAVY VOCABULARY
Lesson 9

Source: American Language Course: Navy Terminology-Seamanship, Vol. 9600-1,
Defense Language Institute, 1975.



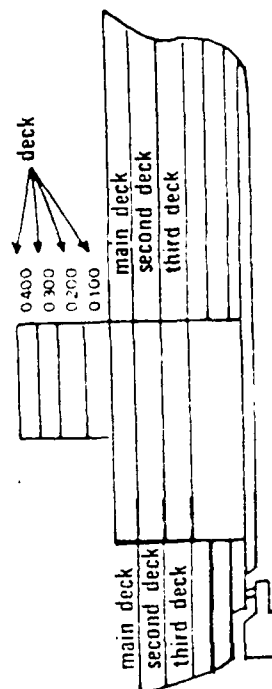
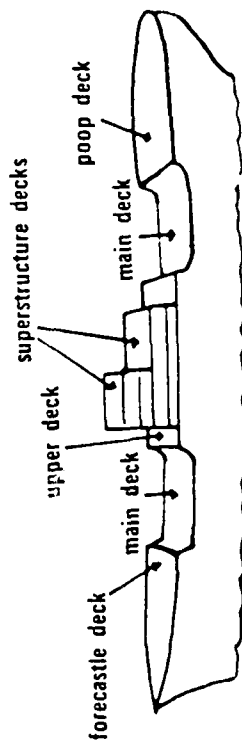
NAVY VOCABULARY
Lesson 9

Source: American Language Course: Navy Terminology-Seamanship, Vol. 9600-1, Defense Language Institute, 1975.



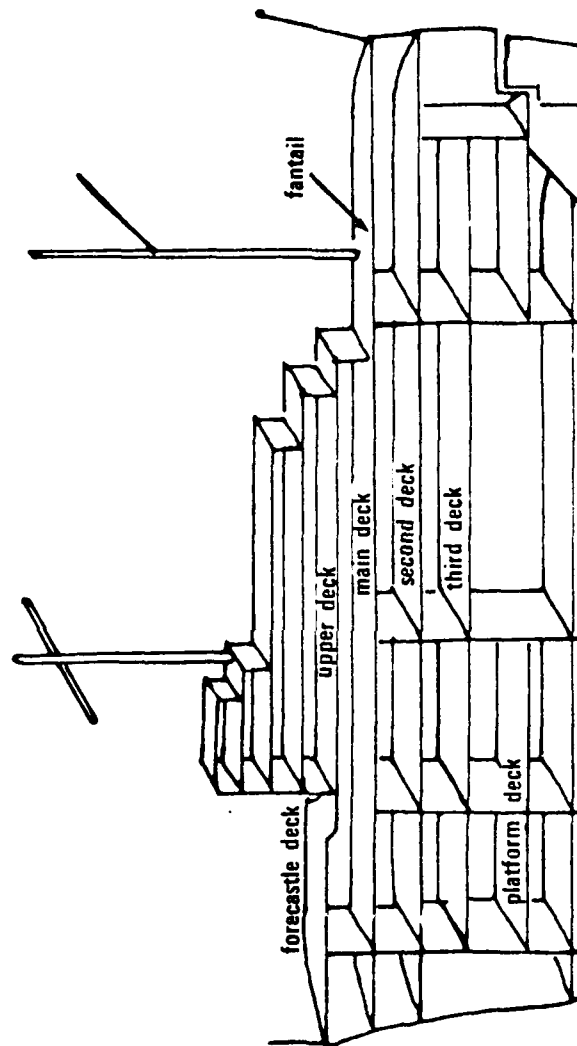
NAVY VOCABULARY
Lesson 9

Source: American Language Course: Navy Terminology-Seamanship, Vol. 9600-1,
Defense Language Institute, 1975.



NAVY VOCABULARY Lesson 10

Source: American Language Course: Navy Terminology-Seamanship, Vol. 9600-1, Defense Language Institute, 1975.



NAVY VOCABULARY
Lesson 10

Source: American Language Course: Navy Terminology-Seamanship, Vol. 9600-1,
Defense Language Institute, 1975.



NAVY VOCABULARY
Lesson 10

Source: U.S. Navy photo.

PRECEDING PAGE BLANK-NOT FILMED

APPENDIX E
VERBAL SKILLS CURRICULUM
CONTENT OF TRANSPARENCIES

NAVY VOCABULARY
Lesson 1

Terms

1. BOOT
2. STOW
3. GEAR
4. BUNK
5. CHIT
6. ROUTINE
7. ON THE DOUBLE
8. BARRACKS
9. CLEANING DETAIL
10. TAPS
11. COLORS
12. SCUTTLEBUTTS
13. SWAB THE DECK
14. BRIGHTWORK
15. SHIPSHAPE
16. CHOW
17. MESSHALL
18. GALLEY
19. STEAM TABLE
20. MATE
21. SCULLERY
22. REVETILLE
23. FIELD DAY
24. BED CHECK

NAVY VOCABULARY
Lesson 4

Acronyms

1. BUPERS - Bureau of Personnel
2. CONUS - Continental United States
3. LORAN - Long Range Electronic Navigation
4. MOTOUR - Motivation Training
5. NAVREGS - Navy Regulations
6. POSMO - Positive Motivation
7. RADAR - Radio Detection and Ranging
8. SAT - Satisfactory
9. SECNAV - Secretary of the Navy
10. SONAR - Sound Navigation and Ranging
11. TAD - Temporary Additional Duty
12. TEDUX - Temporary Duty for Instruction
13. UNREP - Underwater Replenishment
14. UNSAT - unsatisfactory
15. VERTREP - Vertical Replenishment

NAVY VOCABULARY
Lesson 5

Initials

1. AGM - Air-to-Ground Missile
2. CC - Company Commander
3. CNO - Chief of Naval Operations
4. IT - Intensive Training
5. JOOD - Junior Officer of the Deck
6. LCM - Landing Craft Mechanized
7. LDP - Landing Craft Personnel
8. LCU - Landing Craft Utility
9. NEC - Navy Enlisted Code
10. OOD - Officer of the Deck
11. PCS - Permanent Charge of Station
12. POD - Plan of the Day
13. PMS - Planned Maintenance System
14. QM - Quartermaster
15. XO - Executive Officer

NAVY VOCABULARY Lesson 11

Multiple Meanings I

- A. PORT
 1. Left.
 2. A harbor.
 3. An airport.
- B. GEAR
 1. A sailor's clothing and equipment.
 2. A mechanized part of a car or vehicle.
- C. HOLD
 1. The large cargo storage space within a ship, below the deck.
 2. To stay where you are.
 3. To grasp something.
- D. ENSIGN
 1. A Commissioned Officer of the lowest rank.
 2. The flag of our Country.
- E. LAUNCH
 1. A power boat used for transporting personnel between ship and the shore.
 2. To propel or send a missile or torpedo.
 3. To float a new ship off the ways in a shipyard.
- F. HEAD
 1. A compartment containing toilet facilities.
 2. Someone in charge.
- G. HITCH
 1. An enlistment period.
 2. A rope tie or knot.
- H. INTELLIGENCE
 1. Information, usually about the enemy and often classified as secret, top secret or confidential.
 2. A person's mental ability.
- I. LIST
 1. To lean in a direction.
 2. A number of things written on paper.
- J. LOG
 1. A written summary of events on board ship recorded as they occur.
 2. A ship's speed indicator.
 3. To make a certain speed.

NAVY VOCABULARY
Lesson 11

Multiple Meanings I
(continued)

K. MAGAZINE

1. A space where ammunition is stored.
2. The clip of a gun which holds the bullets.
3. The paperbacked publication containing stories and articles.

L. MANUAL

1. A book giving information and instructions.
2. Operation of something by the hands or by non-automatic means.

M. PIPE

1. The silver whistle used by the Boatswain's Mate for call to attention.
2. The act of using the pipe as a call.
3. The rounded instrument used for smoking tobacco.

NAVY VOCABULARY
Lesson 12

Multiple Meanings II

A. RANGE

1. The distance of an object from a point.
2. The greatest distance that can be travelled by a ship or aircraft without refueling.
3. The name of an area set aside for a particular purpose.

B. RATING

1. The name for a particular type of work done by a Navy enlisted man.
2. An evaluation of a person's performance.

C. SHORE

1. The land which meets a body of water.
2. To use timbers in damage control to brace bulkheads and decks.
3. The timber used in damage control.

D. STRIKE

1. An attack on enemy targets by aircraft.
2. To learn a new job through on-the-job training.
3. To haul down colors. (flag)

E. SWEEP

1. To clean with a broom.
2. The action of RADAR in scanning the area in a complete circle.

F. TRANSMISSION

1. A message sent by radio.
2. A device which applies engine power to move a vehicle.

G. WATCH

1. One of the duty periods usually four hours long.
2. A special duty assignment.

H. WEIGH

1. To lift, as to lift an anchor.
2. To determine the weight of an object.

I. BATTERY

1. Source of stored electric power.
2. A group of snip or shore guns of the same caliber or used for the same purpose.

J. BERTH

1. A space where a ship ties up.
2. A sleeping place assigned to a sailor on board ship.
3. A margin or distance, in passing something.

NAVY VOCABULARY
Lesson 12

Multiple Meanings II
(continued)

- K. KNOT
 - 1. A measure of speed of a ship or aircraft equal to one nautical mile per hour.
 - 2. A collective term for hitches and bends used to fasten lines.
- L. SECURE
 - 1. To stop doing something.
 - 2. To make something fast.
- M. PITCH
 - 1. The ship's movement up and down from the bow.
 - 2. The angle of the roof of a house.
 - 3. A black tarry substance used to caulk the decks of a ship.

APPENDIX F
VERBAL SKILLS CURRICULUM
TERMINAL OBJECTIVE PRETESTS AND POSTTESTS

NAVY VOCABULARY

Terminal Objective 1.1
Pretest

DIRECTIONS:

Define the 10 Navy vocabulary words in a complete sentence in English.

1. port
2. hold
3. launch
4. hatch
5. list
6. magazine
7. pipe
8. rating
9. strike
10. transmission

NAVY VOCABULARY

Terminal Objective 1.1
Posttest

DIRECTIONS:

Define the 10 Navy vocabulary words in a complete sentence in English.
The criterion score is 80 percent correct.

1. gear
2. ensign
3. head
4. intelligence
5. log
6. manual
7. range
8. shore
9. sweep
10. watch

NAVY VOCABULARY
Terminal Objective 1.2
Pretest

DIRECTIONS:

Choose the correct Navy term to fill in the blank.

1. The captain kept a _____ of the activities and work completed aboard the ship.
a. manual b. log c. diary
2. The sailors loaded the equipment on the _____.
a. quay b. sweep c. Greenwich
3. The person you need to see about typing Admiral Smith's correspondence is _____ Johnson.
a. major b. coxswain c. yeoman
4. The unidentified object went out of the _____ of the radar tracking center aboard the submarine.
a. range b. watch c. hold
5. The captain slowed the ship's speed to three _____.
a. notes b. m.p.h. c. knots
6. John was assigned a _____ next to yeoman Scott.
a. gear b. list c. berth
7. The ship had a main _____ of 8-inch guns.
a. magazine b. battery c. strike
8. The sailors were ordered to stow their _____ quickly and report to the main deck.
a. things b. clothes c. gear
9. The ship entered the _____ of San Diego to refuel.
a. port b. shore c. berth
10. The two sailors were ordered to _____ the main hatchway before the submarine submerged.
a. open b. secure c. list

NAVY VOCABULARY

Terminal Objective 1.2
Posttest

DIRECTIONS: Choose the correct Navy term to fill in the blank.

1. The forward part of the ship's main deck where the anchor and associated equipment are located is the _____.
a. gunwhale b. forecastle c. quay
2. The person who performs office secretarial duties such as typing correspondence, reports and maintaining files is a _____.
a. coxswain b. boatswain c. yeoman
3. The ship's underofficer in charge of the anchors, ropes, rigging and directing some of the work of the crew is the _____.
a. boatswain b. coxswain c. yeoman
4. The upper edge of a ship's or boat's side is the _____.
a. forecastle b. berth c. gunwale
5. The person who steers and is in charge of a small boat and its crew is the _____.
a. coxswain b. boatswain c. yeoman
6. The direction toward which the wind is blowing is the _____.
a. quay b. leeward c. Greenwich
7. A solid landing place where ships load and unload is called the _____.
a. gunwale b. tackle c. quay
8. The lowest commissioned officer in the Navy is the _____.
a. coxswain b. ensign c. boatswain
9. A daily record of a ship's voyage is called a _____.
a. log b. diary c. manual
10. The largest boat carried by a warship is a _____.
a. P.T. boat b. lifeboat c. launch

GRAMMATICAL STRUCTURES

Terminal Objective 2.1
Pretest

DIRECTIONS: Read the following sentences aloud and circle the correct answer.
The criterion score is 80 percent correct.

1.
(I)
John and (me) will go to the PX this afternoon.
(we)
(he)

2.
(They)
(Them) went aboard the ship an hour ago.
(Us)
(him)

3. (Him)
(He) will be stationed with (me) on the destroyer.
(Her) (I)
(Us) (she)
(he)

5.
(they)
John and Paul went with (them) on shore leave.
(he)
(she)

6. (She)
(Her) went with (us) to view the ship.
(It) (we)
(Him) (he)
(they)

8.
(Us)
(We) will be visiting many countries soon.
(Them)
(Me)

9. (You)
(Him) should receive a letter from (you) friend quite soon.
(Me) (your)
(It) (yours)
(yore)

GRAMMATICAL STRUCTURES

Terminal Objective 2.1
Posttest

DIRECTIONS: Read the following sentences aloud and circle the correct answer.
The criterion score is 80 percent correct.

1.
Ensign Jones assigned Bob and to the mess hall.
(me)
(I)
(we)
(she)
2.
 saw the smoke first and sounded the alarm.
(They)
(Them)
(Us)
(Him)
3.
 yelled a warning as came near the hole.
(He)
(Him)
(Her)
(Us)
4.
 came near the hole.
(I)
(me)
(them)
(us)
5.
She could see friends further down on the beach.
(there)
(him)
(her)
(shes)
6.
 called to to wait for her.
(She)
(Her)
(It)
(Him)
7.
 to wait for her.
(us)
(we)
(he)
(they)
8.
 looked forward to our first shore leave in a foreign port.
(Us)
(We)
(Them)
(Me)
9.
 saw the report had written on Naval tactics.
(You)
(Him)
(Me)
(It)
10.
 had written on Naval tactics.
(she)
(her)
(him)
(it)

GRAMMATICAL STRUCTURES

Terminal Objective 2.2
Pretest

DIRECTIONS: Read or check the sentence and options aloud. The student will then circle the correct answer.

1. I $\begin{pmatrix} \text{am} \\ \text{are} \\ \text{is} \\ \text{was} \end{pmatrix}$ a good sailor.
2. She had a difficult assignment for the last month.
correct _____ incorrect _____
3. There $\begin{pmatrix} \text{is} \\ \text{be} \\ \text{been} \\ \text{am} \end{pmatrix}$ the officer of the day.
4. She am a dental technician at the base infirmancy.
correct _____ incorrect _____
5. $\begin{pmatrix} \text{Are} \\ \text{Was} \\ \text{Were} \\ \text{Am} \end{pmatrix}$ there a fire in the messhall?
6. Was you expecting an answer to your letter this soon?
correct _____ incorrect _____
7. He $\begin{pmatrix} \text{has been} \\ \text{is being} \\ \text{has being} \end{pmatrix}$ transferred to Hawaii.
8. I am going to be on leave next week.
correct _____ incorrect _____
9. I $\begin{pmatrix} \text{was} \\ \text{have} \\ \text{has} \end{pmatrix}$ 20 years old when I joined the Navy.
10. Have you hungry this morning.
correct _____ incorrect _____

GRAMMATICAL STRUCTURES

Terminal Objective 2.2
Posttest

DIRECTIONS: Read the following sentences aloud. The student will then circle or check the correct answer.

1. I been in the Navy for eight years.
correct ____ incorrect ____
2. (Are)
(Am) you going with us to see the ship?
(Is)
(Was)
3. Is you going to base hospital for the operation?
correct ____ incorrect ____
4. (have)
He (has) a bad headache yesterday.
(had)
5. If you are going to the PX, please pick up a local newspaper for me.
correct ____ incorrect ____
6. (Were)
(Was) you going to the deck of the ship?
(Is)
(Am)
7. If he were a year older he could join the Navy.
correct ____ incorrect ____
8. (am)
It (is) a long voyage between ports.
(being)
(have)
9. He is being promoted to Ensign soon.
correct ____ incorrect ____
10. (have)
I (has) an interesting book about the history of Naval battles.
(were)
(is)

GRAMMATICAL STRUCTURES

Terminal Objective 2.3
Pretest

DIRECTIONS: Read the sentences aloud and check the correct answer. The criterion score is 80 percent correct.

1. The yeoman be typing Admiral Bradley's speech to the staff.
correct ____ incorrect ____
2. Them sailors am asking for trouble.
correct ____ incorrect ____
3. You are learning how to operate basic equipment.
correct ____ incorrect ____
4. They are going to reassign me to the Admiral's staff.
correct ____ incorrect ____
5. He been trying to get shore leave for over a month.
correct ____ incorrect ____
6. Why is he acting like he done his job when he hasn't?
correct ____ incorrect ____
7. She is seeing the Pacific Ocean for the first time.
correct ____ incorrect ____
8. Yes, I flew home next week.
correct ____ incorrect ____
9. No, he is running in the marathon race.
correct ____ incorrect ____
10. I thought you was shipping out today.
correct ____ incorrect ____

GRAMMATICAL STRUCTURES

Terminal Objective 2.3
Posttest

DIRECTIONS: Read the sentences aloud and check the correct answer. The criterion score is 80 percent correct.

1. John and Frank are painting the side of the ship.
correct ____ incorrect ____
2. Ensign Carter am reporting to the captain now.
correct ____ incorrect ____
3. The pilot is fixing to land on the aircraft carrier.
correct ____ incorrect ____
4. No, he be trying to get a promotion to ensign.
correct ____ incorrect ____
5. Yes, she is finishing her tour of duty in Hawaii.
correct ____ incorrect ____
6. On our next shore leave we was all going to the show.
correct ____ incorrect ____
7. He is shipping out the day after tomorrow.
correct ____ incorrect ____
8. You are flying out today on stand-by status.
correct ____ incorrect ____
9. The frogman is rising to the surface of the lagoon with the disarmed explosives.
correct ____ incorrect ____
10. The captain is sending the orders to ship out yesterday.
correct ____ incorrect ____

GRAMMATICAL STRUCTURES

Terminal Objective 2.4
Pretest

DIRECTIONS: Read the sentences aloud and check if the sentence is correct or incorrect grammatically. The criterion score is 80 percent.

1. Can you see the destroyer's guns to our left?
correct ____ incorrect ____
2. He speaked to the officer of the day.
correct ____ incorrect ____
3. Yes, we leave for the Pacific tomorrow.
correct ____ incorrect ____
4. No, I no work in the infirmary.
correct ____ incorrect ____
5. The direction the wind are blowing is called leeward.
correct ____ incorrect ____
6. Does you feel well?
correct ____ incorrect ____
7. No, he is tne boatswain, not the coxswain.
correct ____ incorrect ____
8. Did you saw the new battleship.
correct ____ incorrect ____
9. A fighting ship has good teamwork among its members.
correct ____ incorrect ____
10. Your conduct in foreign lands are very important.
correct ____ incorrect ____

GRAMMATICAL STRUCTURES

Terminal Objective 2.4
Posttest

DIRECTIONS: Read the sentences aloud and check if the sentence is correct or incorrect grammatically. The criterion score is 80 percent.

1. Rules and regulations is a guide to the best way to do thing.
correct ____ incorrect ____
2. Ensign Bowers is our commanding officer until Captain Jones returns.
correct ____ incorrect ____
3. A Navy man or woman are required to salute to all officers.
correct ____ incorrect ____
4. He sat an example for all the men on his ship.
correct ____ incorrect ____
5. Yes, we are stationed here until the fifth of November.
correct ____ incorrect ____
6. Did you hear the radio transmission correctly?
correct ____ incorrect ____
7. No, he is not confined to quarters for the rest of the month.
correct ____ incorrect ____
8. He and his friend wroted letters home last week.
correct ____ incorrect ____
9. I needs a pass to town at Captain Brown's orders.
correct ____ incorrect ____
10. I am here to see Admiral Jones on official government business.
correct ____ incorrect ____

LANGUAGE FLUENCY

Terminal Objective 3.1
Pretest

DIRECTIONS:

Given the following listening experiences the recruit will identify the correct answer.

1. You are talking to a friend and listening to a radio broadcast at the same time. Later, you may recall certain facts stated in the broadcast. This is an example of _____ listening.
a. passive b. attentive c. directed
2. You are sitting in a history class listening to a lecture on the events that led up to the Civil War. The instructor at the close of class asks you to restate the major events. Your reply is an example of _____ listening.
a. attentive b. directed c. critical
3. You are listening to directions a friend gives to find where he lives. You then draw a map from these directions. This is an example of _____ listening.
a. passive b. attentive c. directed
4. While listening to your favorite album someone asks why you enjoy this particular album. Your answer is a result of _____ listening.
a. critical b. appreciative c. passive
5. You are listening to a selection read aloud from a well-known author's short story about a soldier's experiences in World War I. In order to discover what the author's purpose was you must use _____ listening.
a. active b. directed c. critical

LANGUAGE FLUENCY

Terminal Objective 3.1
Posttest

DIRECTIONS:

Given the following listening experiences the recruit will identify the correct answer.

1. A police artist is given a description of a suspected thief from which he draws a likeness. This is an example of _____ listening.
a. attentive b. passive c. directed
2. A young man attends a concert. On his way out a reporter asks the young man what he particularly enjoyed about the concert. His answer is an example of _____ listening.
a. passive b. critical c. appreciative
3. An office executive has a radio on and is talking on the phone at the same time. Later he remembers specific details of a radio show. This is an example of _____ listening.
a. attentive b. passive c. critical
4. In a Navy training class the recruits are listening to a speaker summing up the events that led to U.S. involvement in World War I. Later one of the recruits is asked to briefly restate the events. This is an example of _____ listening.
a. attentive b. directed c. critical
5. Two students are listening to a play on a radio broadcast. The first student asks the second student what the author's purpose was. The second student's reply is an example of _____ listening.
a. critical b. directed c. active

LANGUAGE FLUENCY

Terminal Objective 3.2
Pretest

DIRECTIONS:

Administer these items behind the listener to eliminate available facial clues. Read each pair of words, one pair at a time. After each reading instruct the listener to indicate whether the two are the same or different. Record any errors by checking the blank to the side of the pairs of words. The criterion score is 80 percent.

| | Errors |
|---------------------|--------|
| 1. lock - dock | _____ |
| 2. hole - hold | _____ |
| 3. port - port | _____ |
| 4. rope - wrote | _____ |
| 5. relief - relieve | _____ |
| 6. clock - deck | _____ |
| 7. aft - laughed | _____ |
| 8. spear - spar | _____ |
| 9. pipe - pipe | _____ |
| 10. hatch - hatch | _____ |

LANGUAGE FLUENCY

Terminal Objective 3.2
Posttest

DIRECTIONS:

Administer these items behind the listener to eliminate available facial clues. Read each pair of words, one pair at a time. After each reading instruct the listener to indicate whether the two are the same or different. Record any errors by checking the blank to the side of the pairs of words. The criterion score is 80 percent.

Errors

- | | |
|--------------------------|-------|
| 1. lunch - launch | _____ |
| 2. admiral - admirable | _____ |
| 3. quay - quay (kē) | _____ |
| 4. commodore - commander | _____ |
| 5. fought - fought | _____ |
| 6. fleet - feet | _____ |
| 7. part - port | _____ |
| 8. reef - wreath | _____ |
| 9. fin - fin | _____ |
| 10. rot - wrought | _____ |

LANGUAGE FLUENCY

Terminal Objective 3.3
Pretest

DIRECTIONS: Students will need a pencil/pen and a blank piece of paper for this test. It can be done with the entire class. Read each item once.

Say: "Listen to the entire direction, then do what it says."

1. Write your full name in the upper left-hand corner.
2. Write your date of birth, month, day and year, in the upper right-hand corner.
3. Write the date in the middle of the paper. Write day, month, and year.
4. Draw a circle around your first name.
5. Write the number 6 1 4 9 backwards in the lower left-hand corner.
6. Underline your birthday.
7. Add 3 and 5 together and write the sum under your birthday.
8. Write the name of the town you are from under your name.
9. Fold the paper in half.
10. Hold the paper up in your right hand when you hand it to me.

LANGUAGE FLUENCY

Terminal Objective 3.3
Posttest

DIRECTIONS: Students will need a pencil/pen and a blank piece of paper for this test. It can be done with the entire class. Read each item once.

Say: "Listen to the entire direction, then do what it says."

1. Write your full name in the upper right-hand corner.
2. Write your birthday under your name.
3. Write the date in the lower left-hand corner. Write day, month, and year.
4. Draw a circle around the year in which you were born.
5. Write your initials backwards in the upper left-hand corner.
6. Underline your full name.
7. Add 4 and 6 together and write the sum in the middle of the page.
8. Write the town you are from in the lower right-hand corner.
9. Fold the paper in half, then in quarters.
10. Write the number 6763 backwards on the top of the quarter facing you.

LANGUAGE FLUENCY

Terminal Objective 3.4
Pretest

INSTRUCTIONS:

Read the following passage aloud and have the student answer the questions below. The criterion score is 80 percent.

Advance preparation is necessary for a ship to get underway. A schedule must be established beforehand and a checklist of all necessary procedures is prepared. Each job is checked off the list when it is finished.

The boilers must be lighted to get the engineering plant ready. The ship's boats must be hoisted, with the exception of those needed to get underway. Permission to leave port must also be granted by port authorities before a ship can leave. These are just a few of the many evolutions and preparations that must be attended to before a ship can get underway.

1. Briefly explain the sequence of events in the passage.
2. What is the main idea of this passage?
3. Why is the boiler lighted?
4. Why is a list used?
5. What is the outcome of this passage?

Paragraph adapted from The Language of the Navy in English p. 55. by Robert G. Sansom.

LANGUAGE FLUENCY

Terminal Objective 3.4
Posttest

INSTRUCTIONS:

Read the following passage aloud and have the students answer the questions below. The criterion score is 80 percent.

Steam is the source of power for the majority of modern ships. To produce steam water is heated in boilers which burn fuel oil. After steam is generated, it is channeled into turbines. The hot steam builds pressure, and is forced over rotor blades. The rotor blades in the turbine turn with increasing speed. Reduction gears are used to stabilize speed and turn the propeller drive shaft. The ship is pushed through the water by a propeller which is attached to this drive shaft.

1. Briefly explain the sequence of events in the passage.
2. What is the main idea of this passage?
3. How is steam generated?
4. What pushes the ship through the water?
5. What is the outcome of this passage?

Paragraph adapted from The Language of the Navy in English p. 21. by Robert G. Sansom.

PRECEDING PAGE BLANK-NOT FILMED

APPENDIX G

VERBAL SKILLS CURRICULUM
NAVY VOCABULARY NARRATION

NOTE: Copies of the narrations may be given to student so that s/he may follow as the instructor reads aloud.

Lesson I-1
WELCOME ABOARD

Welcome aboard! You are now a member of the greatest armed services in the world, the United States Navy. Today's Navy is a large and complicated organization that you, the new recruit, or boot must understand. You will soon receive orders to fill a berth on one of the Navy's 450 ships and you will need to know the language spoken aboard ship.

Life aboard ship demands that you be neat and orderly. You will be assigned a bunk and lockers and you must learn to stow your gear in a neat, military fashion. During boot camp, in your barracks, you will learn how to fold and stow your gear.

The first week in boot camp, you will be issued a chit book that has \$50.00 worth of coupons. These chits can be used at the exchange to buy personal items such as shaving gear. The chits are used like money and allow the Navy to deduct what you buy from your pay.

You will observe a daily routine during training. The day begins with reveille about 0530 in the morning. Colors, the raising and lowering of the flag, occur at 0800 hours and at sunset. During the Colors, while the "Star Spangled Banner" is being played, everyone in sight stops, salutes, and holds that position until the last note of music or the call "Secure" is heard.

When cleaning detail or field day is held, everything is made shipshape. In the mess hall the noon meal begins around 1100 hours after a morning inspection. In the galley the steamtables and brightwork all shine. Even the scuttle-butts have been polished. Only the scullery will need attention after the meal. Some lucky mate will get to swab the messdeck on the double. It must be ready for the evening chow which begins at 1650 hours.

A recreation period begins at 1730 with the call to colors expected five minutes before sundown. During this period athletic events are held and the telephone center is open. The typical day ends for a recruit with a field day, shower, taps, and bed check. At 2130 hours, most recruits willingly crawl into their bunks awaiting reveille at 0530 the next morning.

Lesson I-2
SHIPBOARD TERMS

The Navy has special terms for many everyday words. This is true on board ship. Individual rooms in a ship are called compartments. The sailor will be given a bunk in a compartment or space in the crew's quarters. The floor of the compartment is known as the deck; the ceiling is called the overhead. The walls on a ship are called bulkheads. An opening in the bulkhead or the deck is a hatch. The smaller openings with glass fittings that act as windows are portholes. The narrow compartments which run fore and aft in a ship, connecting compartments, are called passageways; these can also run from one side of the ship to another, or athwartships.

Lesson I-3
ON BOARD SHIP

Ships used in the Navy today are complicated vessels that have been designed for a specific purpose. They carry airplanes, conduct salvage and rescue missions, and carry missiles beneath the sea. Regardless of their function they must all be seaworthy and comfortable for the crew. Today's ship is like a city or a large building that has the ability to maneuver through the water and endure long periods of time at sea.

To come aboard a ship you must climb the accommodation ladder and step on board the quarterdeck. The quarterdeck is not a true deck but a place designed for ceremonies. The port side of a ship is the left side, the starboard the right. If you go forward, you move toward the front of the ship or bow. The forecastle deck is found in the front or bow of a ship. To go aft is to move to the rear of a ship which is called the stern. The fantail is the part of the ship which is farthest to the rear on the main deck. The area in the middle of the ship, between the stern and the bow is amidships. The stacks of a ship may be amidships. The hull of a ship has a network of passages and compartments below deck. These hallways and rooms are formed by walls called bulkheads or partitions. Ceilings are called overheads and stairs are called ladders. If you move up the ladder to the main deck, you go topside. Anything above the main deck is called the superstructure. The top deck of an aircraft carrier is called the flight deck and the superstructure is called the island.

On board ship you will use many new terms. You will sleep in your berthing compartment and eat on the messdeck. There are many more terms that you will hear aboard ship. Have you heard any that haven't been mentioned?

Lesson I-4
ACRONYMS IN THE NAVY LANGUAGE

1. BUPERS - Bureau of Personnel
2. CONUS - Continental United States
3. LORAN - Long Range Electronic Navigation
4. MOTOURL - Motivation Training
5. NAVREGS - Navy Regulations
6. POSMO - Positive Motivation
7. RADAR - Radio Detection and Ranging
8. SAT - Satisfactory
9. SECNAV - Secretary of the Navy
10. SONAR - Sound Navigation and Ranging
11. TAD - Temporary Additional Duty
12. TEMDUINS - Temporary Duty Under Instruction
13. UNREP - Underway Replenishment
14. UNSAT - Unsatisfactory
15. VERTREP - Vertical Replenishment

Lesson I-5
INITIALS IN NAVY LANGUAGE

1. AGM - Air-to-Ground Missile
2. CC - Company Commander
3. CNO - Chief of Naval Operations
4. IT - Intensive Training
5. JOOD - Junior Officer of the Deck
6. LCM - Landing Craft, Mechanized
7. LCP - Landing Craft, Personnel
8. LCU - Landing Craft, Utility
9. NEC - Navy Enlisted Code
10. OOD - Officer of the Deck
11. PCS - Permanent Change of Station
12. POD - Plan of the Day
13. PMS - Planned Maintenance System
14. QM - Quartermaster
15. XO - Executive Officer

Lesson I-6
NAVY WORDS WITH UNUSUAL PRONUNCIATIONS

1. corps - The Marine Corps is a military unit in this country.
2. boatswain - The boatswain's mate blew his whistle to get the crew's attention.
3. forecastle - The anchor and tackle are found
4. tackle - in the forecastle of the ship.
5. Greenwich - All clocks are set according to Greenwich Mean Time.
6. leeward - The ship turned leeward as the storm approached.
7. coxswain - The coxswain kept the boat in shipshape.
8. gunwale - The men held onto the gunwales of the ship as it tossed about in the storm.
9. quay - The merchant vessel was moored in the quay as its cargo was unloaded.
10. ensign - Our national ensign was flying from the stern of the ship.
11. lead - The sailor measured the depth of the water with the lead.
12. yeoman - The yeoman typed a letter for the captain.

Lesson I-7 THE RIFLE

The rifle is still a modern weapon of war. It has been used in many battles and has changed little over the years. Today, the M-14 and M-16 are two automatic or semi-automatic rifles used in the armed services.

The rifle has several parts that include the barrel, the sights, and the stock. One other part of a rifle that you must understand is the firing action.

The barrel is a long steel tube with spiral grooves cut into the inside surface. These grooves, called riflings, give the bullet a spinning motion that increases the bullet's range and accuracy. The hole in the barrel is called the bore. The word caliber is sometimes used to describe the inside diameter or bore of a rifle. Any weapon with a bore of .30 inches or less is called a small arm. Caliber may also refer to the size of bullet used in a rifle. The M-14 uses a .30 caliber cartridge or bullet.

The front end or muzzle of a gun barrel holds the front sight. Toward the breech, or rear end of the barrel, the rear sight is found. The muzzle end of a modern weapon like the M-16 contains a flash suppressor.

The stock of a rifle holds the barrel steady when it is fired. A recoil pad, usually made of rubber, is found on the butt end of the stock. Stocks of military rifles are made of wood, plastic or fiberglass. A sling for handling a rifle is attached to the stock. The M-16 unlike the M-14 has a pistol grip on the stock to improve handling.

The sights are used to aim the rifle. They have limited use on small military weapons. Sights are used primarily for sniping.

The firing mechanism or action is located at the breech end of the barrel. Automatic and semi-automatic weapons like the M-14 and M-16 use the gas produced by powder burning in the firing chamber to reload and cock the gun for the next shot. Automatic rifles fire one shot after another when the trigger is held back. The M-14 can fire one shot at a time or 20 shots in 9 seconds. Bullets for these rapid firing rifles are held in a container called a magazine. Once a bullet has been fired it is automatically ejected or thrown out of the ejection port.

Rifles are dangerous weapons and must be handled with care. To prevent accidental discharge, a device called a safety lock prevents a gun from firing.

Lesson I-8
MOORING

A ship in port may be moored several ways. A ship may be moored alongside a pier with the standard mooring lines. Each of the mooring lines runs through a chock at the side of the ship. The lines are made fast to bitts or cleats on the deck of the ship. Lines are made fast to bollards on the dock.

A ship may be moored at anchor away from the land. When the ship is underway, the anchor is at the bow of the ship above the waterline. To moor a ship at anchor, the crew drops the anchor. The anchor goes to the bottom of the sea and catches on the bottom. Then the ship cannot drift away. A big chain holds the anchor. A powerful winch or capstan, a machine for hauling or pulling, raises the anchor by pulling up the anchor chain. As the anchor chain is hauled aboard, it is stowed in the chain locker. When the anchor is all the way up, it is said to be housed. By this point, the ship will be underway.

Lesson I-9
SHIP VOCABULARY

(1) The largest part of a ship is the hull. The hull is the supporting body of a ship. It consists of an inside framework and an outside skin. The skin is made up of pieces of metal, or shell plating, welded together to form a watertight shell.

(2) The keel is the backbone of the ship. It is the main structural part of the hull. The keel is a metal part, shaped like an I-beam, which runs along the bottom of the ship from the bow to the stern. In the bow the hull is attached to the stem which is a vertical post. In the stern it is attached to the sternpost.

(3) The frames, which are part of the framework, are connected to the keel. The frames serve as ribs, like in the human body, to add support to the ship's shell plating, or skin.

(4) The water level along the hull of a ship afloat is called the waterline. The vertical distance from the keel to the waterline is the ship's draft. Freeboard is the distance from the waterline to the main deck. The waterline, freeboard and draft change according to the weight of the load carried by the ship.

(5) List refers to the athwartships balance of the ship. If a ship leans more to one side than the other, it has a list. A ship could have a starboard list or a port list, or it may be "on an even keel."

(6) The relation of the length of the draft and the bow and stern is called the trim. If a ship is in trim, it is afloat with the proper relationship between the forward draft and the after draft. If there is an imbalance, the ship is out of trim. The ship can be down by the head, or bow, or down by the stern. List and trim are important to watch while loading cargo.

0-10

Lesson I-10
DECKS OF A SHIP

(1) The floors of a ship are called decks. They divide the ship into layers and provide additional hull strength and protection for internal spaces.

(2) A deck or part of a deck exposed to the weather is called a weather deck. Bulwarks are a sort of solid fence along the gunwale of the weather deck.

(3) A deck that extends from side to side and stem to stern is a complete deck.

(4) In aircraft carriers the uppermost complete deck is the flight deck, from which aircraft take off and land.

(5) In all other ships but carriers, the uppermost complete deck is the main deck.

(6) In carriers, the hanger deck is the deck on which aircraft are stowed and serviced when not on the flight deck and is also the main deck.

(7) The first complete deck below the main deck is the second deck, the next the third, the next the fourth, and so on.

(8) The forecastle deck is the deck above the main deck at the bow. A half deck is any partial deck between complete decks. Half decks take the number of the deck above and have $\frac{1}{2}$ added to the number. The upper deck is a partial deck extending from side to side above the main deck amidships. It is part of a ship's structure above the main deck. The side plating extends up to the upper deck.

(9) The superstructure deck is a partial deck above the main, upper or forecastle deck which does not extend to the sides of a ship; or if it does, the side plating is not extended up to it.

(10) The poop deck is a partial deck above the main deck located all the way aft.

Supplement to Technical Report 128

DISTRIBUTION LIST

CNET (02, 022, N-55 (5 copies))
CNTECHTRA (016 (5 copies))
CO RTC (ART Division) GLAKES (2 copies)
CO RTC (ART Division) SDIEGO (2 copies)
CO RTC (ART Division) ORLANDO (3 copies)
DLIELC (Mr. Devine, Mr. Smilgin)
ARI (Dr. Spangenberg)
DTIC (12 copies)
DLSIE
Executive Editor, Psychological Abstracts, American Psychological Association
ERIC Processing and Reference Facility, Bethesda, MD (2 copies)
Director, English Technical Language School, Camp Santiago

ATE
LME